THE DEBATER'S MAGAZINE

A Quarterly Journal of Debate and Speech Activities

CONTENTS

ARTICLES

Selecting the 1947-48 College Debate Topic
Do Debaters Make Your Squad, or Does Your Squad Make Debaters?
Debate Judging

FICTION

The High School Debater Chooses His College

FEATURES

Stories of the Forensic Honor Society Conventions
Specimen Extemporaneous Speaking Contest
Southwestern Louisiana Institute in Pictures

SPEECH PERSONALITY

Isaac Merton Cochran, Carleton College

VOL. III JUNE, 1947 No. 2

DEBATE

is one of the fields in which
SCHOOL ACTIVITIES

has been serving the schools of America for eighteen years. Under the editorship of Dr. Harry C. McKown, well-known authority on Extracurricular Activities, this monthly magazine promotes the following interests:

ACTIVITY PROGRAMS—Current thought of leaders in the field of democratic group activities.

SCHOOL ASSEMBLIES—An assembly program for each week of the school year.

CLASS PLAYS—Help in selecting and staging dramatic productions.

CLASS ORGANIZATIONS—Directions for the successful guidance of school groups.

FINANCING ACTIVITIES—Suggestions for financing student functions.

ATHLETICS—News and ideas on late developments in intra-mural and interscholastic sports.

DEBATE—Both sides of the current high school debate question.

DEPARTMENT CLUBS—Instructions and aids in the directing of school clubs of all types.

HOME ROOMS—Ideas and plans for educative home room projects.

PEP ORGANIZATIONS—Devices for stimulating loyalty and school spirit.

STUDENT PUBLICATIONS—Guidance in the production of school newspaper and yearbook.

PARTIES AND BANQUETS—Suggestions for educative and wholesome social activities.

STUDENT GOVERNMENT—Sound direction in the development of student sense of responsibility.

MISCELLANEOUS ACTIVITIES—Music, commencement, point systems, etc.

Subscription Price **$2.50** *Subscribe Now*

School Activities Publishing Co.

1515 LANE STREET TOPEKA, KANSAS

Impartial • Readable • Authoritative

THESE three adjectives best describe the Reference Shelf which since 1908 has been compiling the most logical pros and cons that have been pronounced by recognized authorities on controversial problems of the day.

The current offer is 7 books for $6.00 on subscription. Books are mailed as published. They are cloth bound and average 300 pages. When the subject matter permits books are divided into three sections: 1, background; 2, pro arguments and 3, con arguments. The pro and con arguments are those presented by men who mold national and world opinion. The following are titles in the latest (1946-1947) volume of the Reference Shelf:

INTERNATIONAL TRADE: Cooperative or Competitive?

Trade barriers and iron curtains will probably plague the world for years to come. The leading countries are in the economic race to best advance the interests of their nationals. There is a direct conflict between the American way and the Russian way. The book presents the arguments for both.

FREE MEDICAL CARE

7,000,000 people are disabled from sickness every day. Who should pay the doctor's bill? Advocates of social insurance argue that health is a responsibility of the state, others, including many leading doctors, would qualify this theory.

THE ATOMIC BOMB

Who should share its secrets and safeguard its manufacture?

REPRESENTATIVE AMERICAN SPEECHES: 1945-1946

25 speeches that left an imprint on American life.

UNITED NATIONS or WORLD GOVERNMENT

Does the present United Nation charter give it too much—too little—power?

CLOSED SHOP: 1947

(In preparation)

ONE ADDITIONAL TITLE

(To be determined by tomorrow's headlines)

The single copy price of all books is $1.25 postpaid.

Still Available 4 Books $3.40

In the 1945-1946 volume of the Reference Shelf

PALESTINE: Jewish Homeland?
ANATOMY OF RACIAL INTOLERANCE (3rd printing)
AMERICAN CAPITALISM vs. RUSSIAN COMMUNISM
REPRESENTATIVE AMERICAN SPEECHES: 1944-45

(Single copy price $1.25)

THE H. W. WILSON CO. • 950 University Avenue, New York 52, N.Y.

Staff of THE DEBATER'S MAGAZINE

Owner and Publisher: The Nichols Publishing House

Editor-In-Chief: EGBERT RAY NICHOLS

Associate Editor: GEORGE MCCOY MUSGRAVE

COUNCIL OF ADVISORY EDITORS

EDITORS OF THE HONOR SOCIETY MAGAZINES

DEPARTMENTAL EDITORS

Hugo E. Hellman, Marquette University, Milwaukee, Wisconsin.
Wayne N. Thompson, University of Missouri, Columbia, Mo.
Evan E. Anderson, Gustavus Adolphus College, St. Peter, Minnesota.
Hale Aarnes, Stephens College, Columbia, Mo.
David Potter, Rutgers University, New Brunswick, N. J.

BUSINESS AND EDITORIAL OFFICE

The Debater's Magazine is published at 814 Campus Ave., Redlands, Calif. Subscription price, $4.00 a year, copies $1.00 each. For advertising rates write to the above address. All communications concerning subscriptions, change of address, and editorial matters should be addressed to the Editor, Egbert Ray Nichols, 814 Campus Ave., Redlands, Calif. Manuscripts and contributions welcomed.

BOARD OF CONTRIBUTING EDITORS

George W. Finley, Secretary, Pi Kappa Delta, Greeley, Colorado.
Bruno E. Jacob, Secretary, National Forensic League, Ripon, Wisconsin.
A. Craig Baird, University of Iowa, Iowa City, Iowa.
H. L. Ewbank, University of Wisconsin, Madison, Wis.
Carroll P. Lahman, Albion College, Albion, Michigan.
Richard C. Reager, Rutgers University, New Brunswick, New Jersey.
Brooks Quimby, Bates College, Lewiston, Maine.
James N. Holm, Kent State University, Kent, Ohio.
Howard L. Runion, University of Maine, Orono, Me.
Dallas C. Dickey, University of Florida, Gainesville, Florida.
Forrest H. Rose, S. E. Missouri State Teachers' College, Cape Girardeau, Missouri.
W. Norwood Brigance, Wabash College, Crawfordsville, Indiana.
J. Edmund Mayer, Alhambra High School, Alhambra, California.
Margaret Painter, Modesto High School, Modesto, California.
Brother Alexander, Sacred Heart High School, San Francisco, California.

CONTENTS

ARTICLES Page

Selecting the 1947-48 College Debate Topic. P. E. Lull 75
Do Debaters Make Your Squad or Does Your Squad Make Debaters. Roy D. Murphy 76
Debate Judging. George McCoy Musgrave 78
Fiction—The High School Debater Chooses His College. Egbert Ray Nichols 80

FEATURES

Extemporaneous Speaking—A contest at Bowling Green 84
Should Strikes be prohibited in Vital Industries—A radio discussion 93
Southwestern Louisiana Institute in Pictures 102
Isaac Merton Cochran, Speech Personality 99
John Baird, Outstanding Student Speaker 109

FORENSIC EVENTS

West Point Tournament Results 97
Last Minute News 113
College Question Committee Reports 125
Pi Kappa Delta Bowling Green Convention 125
New President of Pi Kappa Delta 127
Tau Kappa Alpha National Convention 128
Third National Student Congress of Delta Sigma Rho 129
National Forensic League Meet—Pacific Forensic League Meet 129
Winners, Interstate Oratorical League—Northern Oratorical League 129-130

DEPARTMENTS

Editorial and Comment 115
Debate Techniques—Drury Plan of Debate 100
Radio Department—New Mexico Legislature and Closed Shop broadcast 110
Debate Archives—Charlotte Hall Anniversary—Early debating in Mid-West 113
College Handbook—What to debate or Not to Debate 114
H. S. Handbook—Compulsory Arbitration of Industrial Disputes 123
Good of the Order—Voice as a Factor in Forensics—E. C. Buehler 111
Technically Speaking—Here are the Answers 118
Oratory—Depression Profession and Peace or Pieces 120
News Notes and Personals—Book and Magazine Reviews 131-133

The Debater's Magazine

JUNE, 1947

COPYRIGHT 1947 BY
THE NICHOLS PUBLISHING HOUSE

814 CAMPUS AVENUE REDLANDS, CALIFORNIA

VOL. III No. 2

Selecting the 1947-48 Debate Topic

P. E. LULL, *Purdue University*

Chairman National Committee on Selection of the College Debate Proposition

The selection of a debate topic for 1947-48 that will be considered satisfactory by almost everybody concerned, is the difficult task now being undertaken by the National Committee on Intercollegiate Discussion and Debate. On the committee are representatives of the four national forensic honor societies, Tau Kappa Alpha, Delta Sigma Rho, Pi Kappa Delta and Phi Rho Pi, and a representative of the Speech Association of America. The first step taken by the committee was to send cards to 1,000 college and university debate coaches, requesting them to submit suggested topics. The large number of topics already received range from resolutions urging "An International Pool for Scientific Discovery" and "Union with Russia Now" to "Elect a Republican in 1948," "Adopt a Single Tax Program" and "Erosion Control." Scattered through the returns are many familiar topics that have been on almost every list for the last twenty-five years: "Free Trade," "Disarmament," "Socialized Medicine," "Compulsory Military Training," "Uniform Divorce Laws," "Equal Rights for Women," "Direct Primary," and "Public Ownership of Railroads." Also appearing on the list are a few "newcomers," such as "Abolition of the Veto in the U.N.," "Ten Year Tenure for Supreme Court Justices," Presidential Succession," "U.S. Control Over Japan for 50 Years," and "Establishment of an International Pool for Scientific Discovery."

The deadline for suggested topics was May 1. After that date the committee will pare the list to five subjects, which will be referred to the debate coaches for preferential vote as soon after May 15 as possible. These ballots must be returned by June 15. During the summer the committee will work out a wording of the proposition, and announce the final result by September 10.

P. E. LULL, *Purdue University*

While there has been no previous discussion by the committee on the criteria to be used in evaluating the proposed topics, it seems to me that the final choice should meet the following standards:

1. *The topic should be timely.* The subject should be one that is likely to be an issue next winter and spring when the debates are held. The subject area (labor) selected last year proved to be a timely topic this year. Will the question of Atomic energy control, so much in the news now, continue to be as much in the news in March 1948, when the tournaments are being

held? Or is it likely that the method of control has been definitely crystalized by that time?

2. *The topic should be interesting—to debaters and audiences.* The debaters themselves deserve first concideration. Labor curbs and strikes will continue to attract the attention of the public and legislators, and may be a more important subject next year than this. From the standpoint of debater interest, however, it seems desirable to select a subject in another area. A second group whose interest should be considered is the audience—and I assume that next year there may be greater emphasis on debates before audiences than there has been during the "Tournament Decade." The subject selected should be of interest to people from Maine to California. "Federal World Government" would meet such a criterion, while "Establishment of a Missouri Valley Authority" might be of relatively little interest to people in many parts of the country.

3. *The topic should be debatable.* The debate topic should be one which permits the formulation of a concrete proposition—evenly balanced as far as affirmative and negative positions are concerned. Consider this year's resolution as judged by these criteria. Does it state a specific proposal—the meaning of which is clear? Does it propose a definie course of action? When Congressmen debate they usually have before them a specific bill. They discuss, for example the merit of the Wagner-Murray-Dingell Bill rather than the academic proposition that "A System of State Medicine Should be Adopted." There are those who rate as one of the best propositions we have ever debated, the Supreme Court question: "Resolved, that Congress be Given the Power to Override by a Two-thirds Vote Decisions of the Supreme Court Declaring Acts of Congress Unconstitutional." At the time it was discussed, it was a live topic; the proposal was specific; and the issues were clearly drawn.

Another point to be considered is whether or not material is available. If a proposition is debatable, it should be possible to get factual data. "Establishment of a Free Democratic Germany" might be timely and interesting, but much of the important data is not, and may never be, available to college debaters. The same criticism may apply to a subject like "Subsidization of College Athletics." This would be an interesting topic, but one on which much of the factual material would be difficult if not impossible to obtain—with the result that the debates might be little more than glorified "gab-fests."

4. *The topic should be important.* The subject debated should be one worthy of the time that will be spent on it by the debaters. "Establishment of a National University," "Erosion Control," "Granting Citizenship to Indians," or the "Presidential Succession" might be interesting topics for a while. Would a thorough discussion of a topic such as these provide the debater with a broader understanding of a subject of considerable significance to him now, and perhaps later, as well?

On the basis of the first ballots returned, the topics most frequently mentioned are:

1. Federal World Government
2. U. S. Policy Toward Russia
3. Federal Aid of Education
4. Abolish the Closed Shop
5. Atomic Energy Control

There may be better topics than these—and the later returns may change the picture, but I submit that the criteria outlined above, will, in any case, be reasonable standards to use as the basis for evaluation when the debate coaches cast their preferential ballots.

If we can agree on criteria, there is some hope that the final topic will prove satisfactory, not only to the debate coaches who cast the ballots, but to the debaters and audiences as well.

Do Debaters Make Your Squad, or Does Your Squad Make Debaters?

Roy D. Murphy
Southwestern Louisiana Institute

Paper delivered at Speech Association of America Convention, Chicago, Ill,, Jan. 1, 1947.

Professor Nichols, ladies and gentlemen: As you know, Senator Claghorn is not my name, but I am from the South and that's no joke, Son! Upon returning to the "land of the sunshine" after having attended last year's National Convention, it seemed to me that the South must be one of the few remaining sections of the country wherein a debate coach can still earn a living. Yes, I actually gathered from last year's Convention that the South may be the debate coach's last stronghold. If I got the right impression and if things have not changed in your area, I am now taking the liberty to invite you to procure a coaching post in the South. Yes, many southern students are vitally interested in debate, and in my opinion they are able to think clearly and logically.

They are interested in the activity as is evidenced by the fact that from one hundred to four hundred students represent from ten to forty-five colleges and universities at each of the many tournaments that are conducted each year. It is considered to be a small tournament if there are no more than ten institutions and one hundred students present. Even during the war years

most of the old, established tournaments survived, and those that were discontinued were replaced by newcomers to the field. There are always more tournaments within striking distance than most debate squads can afford to attend.

Another interesting angle of debate in the South is the interest that women take in the activity. The women's divisions are usually just about as large as the men's divisions. The women do real good debating too! In some institutions, the women actually surpass the men in number, and, while I probably shouldn't admit it, in the quality of debating.

Let me cease generalizing and review briefly the development of a forensic program which precipitated the inauguration of a vigorous, well rounded speech program at Southwestern Louisiana Institute. Southwestern is an undergraduate institution with a current enrollment of 3200 students. It offers work in agriculture, education, engineering, and liberal arts.

About seven and one half years ago, a new debate coach was employed. He found that there was one veteran debater on the campus. This man was also the only active member of the local chapter of Pi Kappa Delta.

In due time, arrangements were made to hold debate tryouts. With the permission of the Head of the English Department, the new coach arranged to deliver his "sales talk" to each of the freshman English classes. He promised them credit, travel, publicity, medals, trophies, honorary fraternity membership and intensive training in debate.

On the night of the tryouts thirty-six students appeared. Inasmuch as the new coach was not too familiar with and was unable to understand the southern dialect, he concluded that they all must be pretty good. Therefore, all thirty-six made the squad.

This presented a budget problem. There was a debate travel budget and the amount embodied therein would enable several members of the squad to travel far enough to participate in a tournament, but there weren't enough funds to buy return tickets after they had been eliminated in the preliminary rounds. The closest tournament was 140 miles up-state!

The thirty-six debaters must have done a lot of talking about the various phases of debate other than the proposition that was being debated that year, because the budget was modified. Southwestern participated in four tournaments that year. Seventeen members of the original squad survived the ordeal of learning something about the question and a few of the fundamental principles of debate and participated in at least one of the four tournaments.

The winning angle of debate has never been emphasized. The coach insists on thorough preparation. His insistence didn't take that first year. No team survived the preliminary rounds. The whole squad won eighteen debates, about one-fourth of those in which they participated. Two of the teams won no contests. The team with the best record won half of its debates; it had four —won two and lost two! However, the year was not a total loss, because at least two "bad" decisions must have been rendered in Southwestern's favor. A woman orator won the State Contest and an after-dinner speaker won a contest.

Even though the Coach eventually learned to understand the southern dialect, he continued to offer debate training to just about every interested student. During the past seven and a half years, there has been an average of thirty-eight members on the squad each year. There have been as few as twenty-five and as many as fifty-eight students on the squad each year.

It might be well to point out that debaters do not make the Southwestern squad. Rather, the Southwestern squad makes debaters. This is true because few Louisiana high schools offer speech courses and still fewer participate in interscholastic debate.

It seems that many Southwestern students are interested in debate, because an active effort is put forth to interest them in the activity. Training is extended to just about every interested student. Most of them are given the opportunity to participate in intercollegiate competition regardless of whether or not they are "winners"; during the past seven years, ninety-four have actually participated in at least one tournament. They receive from the college, medals for serving on the squad, four-year service trophies, most valuable debater trophies and trophies for excelling in competition. The forensic awards are presented each year at a banquet which has developed into a campus tradition. It is one of the foremost activities of the year for debaters, speech instructors and administrative officials. From time to time, the debaters are guests of local clubs and organizations. They enjoy publicity with cuts and stories in the college, hometown and state newspapers and in professional forensic and educational magazines. They enjoy membership and advanced degrees in a national honorary forensic fraternity; ninety-three have been initiated during the past seven years; twenty hold the degree of special distinction, the highest obtainable. There is one thing that the College does *not* do to make the activity attractive; it does not subsidize debaters.

Debate is a respected activity on the Campus as is evidenced by the fact that students and townspeople actually turn out for home debates. The year before the war, when debate teams were traveling, eight hundred and thirty-five people listened to five home debates— 275 turned out for one of them!

Even though the coach has never emphasized the winning angle of forensics, the Southwesterners have enjoyed a reasonable amount of success in competition. The women orators have won five of seven state contests. The peace contest orators placed second, third and received honorable mention twice in four of the six national contests in which they competed. The women debaters have excelled at times. Two years ago, two Southwestern teams tied for the championship in four consecutive tournaments; that may be a forensic record. Both of these teams would have met in the finals, but they were never held. Both teams were willing to settle

for co-championships. In 1943 and again in 1945, three Southwestern teams tied for the championship in the senior women's division at the Savage Forensic. Last year, one team went through the season without losing a championship. From time to time, the Southwesterners have won tournament sweepstake honors by ranking high in debate, oratory, poetry reading, extemporaneous speaking, radio speaking, after-dinner speaking, public discussion, impromptu speaking and Bible reading.

Four years ago, it was decided to inaugurate a speech major. It got off to a good start with fifteen majors and minors — all debaters. The next year, the number doubled and there were thirty majors and minors—all debaters. The following year, the number more than doubled and there were sixty-three majors and minors, most of whom were interested because of the work that they had had in debate; the others were interested because of the work that they had in dramatics the preceding year. This year the number did not double; there are only one hundred majors and minors. They became interested because of the work that is now being done in public address, debate, radio, dramatics and speech correction. The initial demand for and the early growth of the speech major came from students who became acquainted with the field through intercollegiate debate. Remember, Southwestern students become acquainted with the field of speech after they enter college, because few high schools offer speech courses.

Since the speech major was inaugurated four years ago, five Southwesterners have gone to graduate schools —four on scholarships. Four have taught or are teaching in colleges: the University of Kansas School of Medicine, the University of Denver, the University of Alabama and Southwestern. Four are teaching in large Louisiana High Schools. Others are in law schools, business, and some are housewives.

As has already been indicated, a well rounded speech program was precipitated by an extensive and intensive forensic program at Southwestern. Speech is now required of one half of the students for graduation, twenty-one courses are offered in the various phases of the field, nearly 500 students will be enrolled in the speech classes next semester, the faculty has increased from one part-time instructor to four full-time instructors, and about 175 students are participating in dramatics, radio and forensic extra-curricular activities.

Remember, southern students are vitally interested in debate and they think logically. If that isn't true in your area, and if you want to inaugurate a speech major with debate as a foundation, come South, Coach, and you may have enrolled in your classes some charming southern belles.

Yes, my forensic friends, in the South—I say, South Louisiana, that is, there are attractions other than sunshine and alligators.

Debate Judging

By George M. Musgrave

Address before Debate Section of Speech Association of America, Hotel Sherman, Chicago, 1 January 1947

This afternoon I would like to discuss a technique of debate judging which, at least in my own opinion, is more apt to lead to accurate and objective decisions than some of the other possible judging methods.

Historical Survey

First, let us drop back a little more than one hundred years to New Haven, Connecticut. The occasion was a debate (or rather, a "forensic disputation," as it was called in those days) in the senior class of Yale College. President Dwight of Yale rendered the decision, and his remarks have been uncovered and published by David Potter in his recent "Debating in the Colonial Chartered Colleges." President Dwight, in rendering the decision, made no reference whatsoever to the relative skill exercised by the contestants. His decision was simply an expression of his own personal beliefs on the subject, with no attempt to conceal the fact that that was what he was doing.

Now let us hove up to the time of the first intercollegiate debate in this country—1881—Rutgers vs. New York University. At this time the idea was beginning to spread that the decision was to be given to the team that did the better debating, not to the team that happened to be on the judge's favorie side of he quesion. But even in 1881 that idea was not at all firmly established.

Then at the time of World War I, the newly founded *Quarterly Journal of Speech* (which of course, was under a different title in those days) carried a series of approximately 20 articles on the basis of the decision. Most of these articles were written by Judge Hugh Neal Wells and Professor James Milton O'Neill, so that the whole series is generally referred to as the Wells-O'Neill controversy. By this time (1918), it had become pretty definitely settled that the decision must go to the team doing the better debating, and that the merits of the question itself are irrelevant. Of course, there were some who still could not quite bring themselves to accept this viewpoint, so they consoled themselves by agreeing to give the decision to the team doing the better debating, so long as they could define "better debating" as "getting closer to the truth" than the other team. This group became less and less vocal until finally its influence died out.

That brings us up to the present day. The point of

this brief historical survey is that over the past 100 years there has been a definite trend—I might say a definite improvement—a trend *away* from a decision based on the judge's personal opinions on the topic, and *towards* a decision based on the merits of the debating alone. Today I do not believe that anyone seriously disagrees with the position that the decision should go to the team doing the better debating. Whatever differences of opinion exist seem to be more in regards to technique than to fundamental principle.

Judging Procedure

The problem, then, boils down to this: How do you *measure* the relative skill of the teams? It's easy enough for me to stand here and say that the judge should give the decision to the team that excelled, but how can he know which team that was?

The first solution, back in the early days of intercollegiate debating, was to find three prominent citizens, men who seemed to be reasonably intelligent and of high integrity, and tell these men, "Please listen to the debate and then let us know who won." The decision was given to the team that received two, or all three, of the judges' votes.

The next solution, offered by Professor Sarrett in 1918, was a definite improvement over such blind guessing, but Sarrett himself readily admitted that his suggestion was by no means the final answer. His procedure was to replace the board of three with a single critic judge, with the highly significant distinction that the single judge was supposed to be a man who knew debating. The critic judge was given a list of "elements of effective debating," or sometimes he was expected to compile such a list for himself. Then he was to evaluate the relative skill of the two teams on each of these points, determining whether the affirmative or the negative excelled on each of these items. Finally, the judge was supposed to put this information together in some manner and arrive at the conclusion that the affirmative or the negative did the better debating. There have always been a number of difficulties with the procedure, but one of the most serious is the difficulty in putting these points together. Suppose there are to be five items, (1) organization of case, (2) skill in rebuttal, (3) strength of evidence, (4) use of strategy, and (5) delivery or any other points you choose to name. Now suppose that the affirmative excels in three of these points and the negative excels in two. Does this mean that the decision should go to the affirmative? No, not necessarily, for the two points in which the negative happened to excel may have been considerably more important in this particular debate than the three in which the affirmative excelled. What, then, can we do to make this judging system workable? If we recognize that any given element is not always of equal importance to every other element, we must try to devise some system of weighing, perhaps by percentages. But this brings us into hot water from the start. We have our choice—either we can assign the percentages in advance or we can permit the judge to assign the percentages in the debate. Whichever we do is wrong. If we assign in advance the weight to be placed on each element, we are wrong because the importance of the various elements will certainly vary from debate to debate. If we permit the judge to weigh the elements we are still wrong because we are introducing a great deal of *personal opinion* into the decision, and no two judges can be expected to arrive at the same result from a given debate except by coincidence. There are other things seriously wrong with this judging procedure, but from this consideration alone it should be apparent that something better would be desirable.

The most recent solution seems to be something of a return to basic principles. After all, what are the debaters trying to do? Each is trying to make his side of the proposition predominate. All of his resources and efforts are directed toward that end. He organizes his case clearly so that it can be understood, and so that he can do what the proposition demands. He spends hours and days in research to bring forth ideas and evidence so that his team can do what the proposition demands at the expense of the other team. He practices before the mirror to improve his delivery so that he can present his ideas more clearly than the opposition, and thus do what the proposition demands. All of his efforts, all of his skills, are used in furthering this goal. Whatever helps this process is good debating (barring, of course, unethical conduct), and whatever hinders it is poor debating. It seems only fair, then, to measure the skill of the two teams by noting which of the two succeeds in *doing what the proposition demands.* Regardless of score sheets, point systems, one judge or three judges, the team that succeeds is the winner and the team that fails is the loser, and any decision which does not give his result is **simply wrong.**

This, in turn, raises another problem: How can the judge determine accurately and objectively which of the two teams met the requirements of the proposition? I believe that the answer lies in the judge using the same double-summary technique used by many rebuttalists.

Every proposed plan of action has both advantages and disadvantages. If, for instance, we consider changing the name of the National Association of Teachers of Speech to the Speech Association of America, we have to reckon with both the advantages and disadvantages that would result from the change. If it can be shown that the advantages outweigh the disadvantages, the plan should be adopted; if not, the plan should not be adopted.

A good rebuttalist, therefore, keeps track of these advantages and disadvantages, their refutation, counter-refutation, and counter-counter-refutation until the end of the debate. He is then in a position to note in his rebuttal which of the arguments *remain standing*, and conclude that the affirmative succeeded or failed in showing that the proposal should be adopted. The impli-

cation, of course, is that since his own team succeeded and the opposing team failed, his team did the better debating and should get the decision. And if his analysis is correct—if his team *did* succeed at the expense of the other team—he's right.

Now the judge can use the same procedure to arrive at a conclusion which contains a bare minimum of personal opinion. I shall ask two good friends of mine, Mr. Virgil Otto and his fiancee, Miss Roberta Asa, to distribute an outline illustrating the various possibilities which the judge may find, and the decision in each case.

DEBATE JUDGING OUTLINE

Based on the following principles:

1. Decision must go to the team doing the better debating; or more specifically,
2. Decision must go to the team doing what the proposition demands; or still more specifically for a topic worded in the usual manner,
3. Decision must go to the affirmative if it shows that the proposed plan should be adopted; otherwise the decision must go to the negative.
4. Delivery, or manner of presentation, is given full consideration in the following outline, since it is a means to an end (the communication of ideas) only. Delivery must not be considered separately, for so doing would result in it being counted twice.

The possibilities:

I. *Where the negative supports the status quo:*
   a. The plan is shown by the teams to have advantages and no disadvantages.
      Decision: Affirmative.
   b. The plan is shown to have no advantages.
      Decision: Negative.
   c. The plan is shown to have both advantages and disadvantages.
      Decision: Either team, depending on (1) the demonstrated importance of the advantages and disadvantages, (2) the number, if each is shown to be of equal importance, and (3) the degree of certainty attached to each after refutation and counter-refutation.

II. *Where the negative supports a counterplan:*
   The affirmative is required to show that its own plan is better than the *status quo*, unless the negative admits it. If the affirmative fails to do this:
      Decision: Negative.
   If the affirmative does show that its plan is better than the *status quo*, and
   a. The counterplan is shown to have advantages and no disadvantages with respect to the affirmative plan.
      Decision: Negative.
   b. The counterplan is shown to have no advantages with respect to the affirmative plan.
      Decision: Affirmative.
   c. The counterplan is shown to have both advantages and disadvantages with respect to the affirmative plan.
      Decision: Either team, depending on (1) the demonstrated importance of the advantages and disadvantages, (2) the number, if each is shown to be of equal importance, and (3) the degree of certainty attached to each after refutation and counter-refutation.

The judge can make use of this outline if he likes, or he can arrive at the same result by simply asking himself the question: Did the affirmative show that its plan should be put into effect? Or, another way of saying the same thing: Which team did what the proposition demands? Or, still saying the same thing, but in more general terms: What team did the better debating?

Whether you choose to make use of this technique or some other, we may at least be thankful that we have at last approached agreement on fundamental concepts. Our principal sources of disagreement are now merely in techniques and procedures. We may also be thankful that however bad we may think judging to be on occasion, at least it is a great deal better than judging in the past; and if we consider the trend of the past 100 years, it is constantly improving.

(Note: Following the presentation of this paper at the Chicago convention, inquiries were received regarding copyright of the outline and similar material which has been appearing in various forms since 1945. It seems desirable to indicate here the reply which has been given to these questions: Debate coaches are welcome to use as much or as little of this material as they desire. *Book rights* to some portions are held by the H. W. Wilson Company, New York, publishers of "Competitive Debate," 1946, and the material may not be quoted verbatim in book form without the approval of that company. There is, however, no restriction on the use of the outline in mimeograph or dittoed form.)

The High School Debater Chooses His College

Egbert Ray Nichols

George Means, leading debater at Chinago High, swept into his home vigorously, tossed his books onto the stand in the hallway, and turned to the stairway to go to his room, when his mother called from the sewing room at the head of the hall:

"That you, Georgie? Wait a moment."

Obediently, George stood at the foot of the stairs and waited as his mother advanced.

"What did Professor Waite want with you, dear?"

"Oh, he wanted to sell his *alma mater* to me. He'd heard that I hadn't decided yet where I was going next year and he thought, as a debater, the University of Throwbull was just the place for me. It took him about an hour to set forth its record and explain its scholarship policy, and flatter me into becoming 'a distinct asset', I believe he called it, to their future success and greatness."

"Why, the idea! Didn't he know you were going to Bellringer?"

"No, he had heard that I had decided against Bellringer."

"Well, I hope you soon disabused him of that idea."

"No, mother, I didn't. I just let him rave on, and then I asked him questions."

"Well, I wondered why you were so long. You have barely time now to make it to Jane's and then to dinner. I would have thought you would have cut him short, especially on a day as busy as this."

"I had to be polite—besides I wanted to make sure I had all the facts about Throwbull. I rather stumped him when I asked him about the fight going on there over academic freedom, faculty personnel and standards, campus politics, and the 70 per cent record of wins required to hold a four year scholarship. I made it perfectly evident to him that I know the debate situation there, and preferred to write my own speeches, win or lose."

"Good for you, George. I think it is time someone told that old busybody off."

"He opined that I wouldn't find any perfect college, and that Throwbull averaged up to most of them—in fact, was better than most."

"Well, he might have known—that of all schools you would never consider Throwbull."

"But I have, mother. It is one of the leaders in debate, and I have considered it. I have made a thorough study of it because I want to debate in college. I admitted its record was attractive, but I was critical and curious about how it was made. I guess I rather outraged him when I intimated that a great part of it was because they traded votes with the high schools and got decisions whether they deserved them or not. In fact, I got the old boy pretty hot under the collar before I left. I left him speechless when he found out that I knew more about Throwbull's debate situation and standing and real conditions than he did."

"Well, it serves him right—trying to take you away from Bellringer."

"But he wasn't mother. He knew I wasn't going to Bellringer."

"How did he know?"

"He asked me and I told him."

"You told him! Why, George, you know your father and I have been saving and planning for years for you to go to Bellringer."

"Yes, I know, mother, but just because it's your *alma mater* and you and father met each other there twenty years ago, is no reason why I should go to Bellringer."

"Well, I'd like to know why? It's a good college—it's our denominational college, and I think it's just horrid of you to pretend that you don't like Bellringer—"

"Now, mother, Bellringer is all right in its way—but I've been there. I have looked it over. It may have been a good college once, but I'm not going to go to a has-been. It hasn't kept up academically, financially, or physically. Its buildings are all run down, its speech department is a moss-back, and I have never been to a tournament so consistently mismanaged as the Bellringer meet. I don't see how you—Why, mother it's no use to cry about it. I'm not deliberately trying to disappoint you—I was just trying to show you the facts—"

"Well, if that's the way you look at it—after all your father and I had planned—"

"Now, see here, mother, I am not going to be wept into anything my better judgment tells me—"

"We'll see about it when your father gets home—"

"Oh, we will—You know right well, father, has always said for me to look them over and decide where I could get what I wanted—"

"Well, what's all the rumpus about—" And George's father, a bright-eyed, alert, prosperous looking business man, entered with the energetic and assured step and manner of a man content with the world about him in which he was a power and prime mover. George's father was a successful business man whose affability and good nature had been to him a chief asset. He was not a man to humor his son overmuch, yet too wise to antagonize, drive, or attempt to force his opinions upon him.

"George thinks Bellringer isn't good enough for him, after all we—" his mother ended with the sob always calculated to gain prevalence over her husband and family, regardless of the reasonableness of her cause, the feminine last resort which had already lost its potency with her debating champion prone to criticize last rebuttals.

"Well, well," said his father. "Suppose we talk it over after supper."

"But George is going out to dinner with Jane and—"

"All right, when he gets home this evening."

* * * *

When George got home that evening he found his father waiting in the library, smoking casually and reading—of all things, college catalogs and bulletins.

"Well, son, what's all this about Bellringer? You know your mother is pretty sentimental over her old college, and if you don't go there she is going to be pretty much distressed—"

"Yes, for a while, but she will get over it. I've weighed all that over against my education, and, which ever way I looked at it, a good education outweighed mother's sentimental distress. She really wants me to have the best education I can get and sooner or later she will admit that Bellringer is not the place to get it."

"What influenced you to come to that conclusion, George."

Turn to Page 91

"Well, it's this way. When I was up there last winter to their tournament I had a good chance to size them up. They don't know how to do things there—at least they seemed to me to be adept in finding all the wrong ways to do things. Their tournament got all balled up, nothing was on time, nothing was properly planned, and nobody cared. They tried to be nice to us, and succeeded in boring us. It was obvious they were holding the tournament to get two or three of us to enter Bellringer next fall. But they didn't have anything to offer us or attract us. The Professor of Speech is too old, hasn't any fire or ambition, hasn't won anything for the last twenty years, and seems to me to be discouraged and burnt out. His squad is mediocre. Nobody there has any progressive ideas. They have no money behind debate. They go to very few tournaments and one year their president took all their money and gave it to athletics and they didn't go to any of the debate meets. They quarrel too much over the student body fees when the time comes for apportionment. The whole place seems run down at the heel. The buildings are old and shabby and rickety. They need paint and decent upkeep. Even the janitor is lazy and keeps them slovenly. The professors all looked worried, browbeaten and underpaid, and consequently have little interest in anything. I found out that they were actually underpaid and every so often they skip a month's salary or are weeks behind with it. The professors are unhappy and as a result are poor teachers. The library is a mess. No order. I couldn't find anything, and the librarians pottered around helplessly. I saw soon enough that I would be miserable there and just dropped them out of consideration. Anyway, they were a bit too sure of me on account of mother, and went out of their way to do me favors they did not extend generally. It embarrassed me to see how obvious it all was that they expected me to enroll and were already trying to claim me, while practically snubbing Jim, who everyone knew was going to enroll at Forest Ridge, but I'm not so sure—"

"I see, son. I think I get you perfectly. The old place lacks endowment, standing, and academic prestige, and you were getting at the reasons—lack of uderstanding and know-how."

"Yes, dad, they are just a bunch of second and third raters. I'd never be happy there."

"Well, we'll have to pacify your mother some way. But how about State? I went there, you know, for two years."

"Well, dad, I'm not very crazy about State, either. The debate squad is a bunch of communists, and they have that kind of coach. They can't debate without running things off the subject and dragging in communism. They never get anywhere. Even Bellringer beats them. Their only points are that they are "least expensive," no tuition, have a big enrollment and a swell football team each year. But I don't play football, I'm not husky enough to be an athlete. My field is debate, and they are the bunk in debate. Too much teaching and grading is done by graduate instructors and senior teacher's pets. If you are in the right fraternity you wangle a grade; if you are not, you get a C. None of this gentleman's grades for me. I intend to earn good grades and I want what I earn. I'm not overly impressed with monumental buildings and professors who are more interested in research and writing books than in teaching. I can't blame them; their promotion and standing depends upon the research and book writing and faculty politics, and not on teaching."

"Why, son, you amaze me. The catalog here seems to offer everything."

"Yes, everything but the education that comes from intimate contact with cultured teachers, and a chance to be somebody without playing fraternity politics. No, dad, I've looked State over and found it wanting. Jim feels the same way. His dad was graduated there too."

"Does Jim intend to go on with debate?"

"Yes, I think so. I've talked him out of going to Forest Ridge and going with me."

"Well, where do you want to go, son; you haven't said.

"I am not quite sure yet. I've got things narrowed down, I think, to two places: now prepare to get shocked—Fillmore and Brightstown."

"Well, I confess I am a bit surprised. What's wrong with Darnell? I'd place it ahead of them."

"Well, they may be eclipsed a bit in endowment, buildings and equipment, enrollment, number of teachers, and a lot of things like that by Darnell, but I am not anxious to go there—it's too big."

"Well, it certainly has a big reputation in Speech and debate—and that's what you seem to want."

"I've been offered a four year scholarship there."

"At Darnell? You have! How much stipend?"

"Full tuition."

"Why don't you take it? Why, that's great. There's nothing wrong with them academically, is there?"

"No. They rate all right with all the accrediting agencies, but so do Fillmore and Brightstown."

"But are they offering you anything?"

"Yes, they are. I can get a half tuition scholarship at Fillmore. Also at Brightstown with a sinecure job thrown in where I wouldn't have to work too much and wouldn't lose caste by accepting the job."

His father nodded slowly thinking. Then came back with, "But isn't full tuition for four years better?"

"Yes, financially, it is. But I don't like to feel bought up because I am a debater. At Darnell I would be expected to get out for the squad every semester."

"Well, you want to debate, don't you?"

"Yes, but I don't want to be hired to do it, and I don't want to do the kind of debating it takes to be 70 per cent successful."

"What do you mean?"

"I mean the coach there is too dictatorial."

"I don't get you. I understand he has a big reputation and is very successful."

"Oh, he's intelligent and successful enough."

"Well, what is it then you don't like. It's a successful squad, and noted coach, they travel a lot and have a big debate fund, haven't they?"

"Well, that is not all you have to consider. I like to go on my own, write my own speeches or make them extempore. I don't want to be dominated. I don't want to be dominated. I don't want to have the same case as everyone on the squad—the coach's case. I guess maybe I'm a bit untractable. Here at the high, they say I have a mind of my own. Well, I'd like to keep it mine. I am not crazy about winning on somebody else's brains. I want to go where I can have good teammates. I don't want to dictate to them or have them dictate to me. At Darnell the coach and the senior debaters rule everything. For three years you take a beating mentally at Darnell. Sure, they win—but they have too many unethical debaters and too many potential crooks or shyster lawyers in embryo. I'm not crazy about the ascociations I'll form there."

"Son, I'm proud of you. Keep that spirit of independence and self-assertion. I can send you to college. You don't have to take anybody's scholarship."

"I know, dad, but there are scholarships and scholarships. They differ. At some colleges you are held only to attain a certain academic grade to hold your scholarship aid and the standard is set reasonably. It is given largely on a basis of need and whether you are a good citizenship investment. They are not hiring you to debate—it's voluntary on your part—you could hold your scholarship without entering certain activities."

"You like that better?"

"Well, some of them insist that you graduate with them, and they will not give you help the senior year. If you go somewhere else to graduate you have to pay back your scholarship aid. I don't exactly like that, but they are not doing it because that is the only way to insure that you graduate with them. I have found that out by talking to some of the alumni and debaters from there."

"Of which college are you speaking, son?"

"Fillmore and Brightstown."

"They are both like that?"

"Yes."

"How are they on debate and speech, where you are especially interested?"

"They are tops—fighting it out with Darnell all the time for the supremacy."

"Do they give opportunities?"

"Both of them have rather satisfactory budgets. They go on trips and pay the students' way. The coach goes too. It's not like Bellringer where the coach has to stay at home because of lack of money and the debaters pay their own meals on trips and tournaments."

"That so?"

"Yes, on the theory that they would have to eat anyway wherever they were. They travel on buses because it's cheaper, and when their money gives out they hitchhike or stay at home. Once the fellows hitchhiked and din't even have money enough to buy their meals till the coaches from the other colleges found it out and made up a purse for them. You see, mother has a lot to find out about her alma mater."

"Well, son, what are you hesitating on between Fillmore and Brightstown?"

"Here is a list of things I am considering in a college dad. Look it over, and see what you think. Maybe you can add some facts and some more standards."

"Looks to me like this list you require in a college is pretty thorough and inclusive, son. Where are we going to find such an ideal institution?"

"I haven't found it, dad. But in our state, or region, Fillmore (Brightstown isn't in our state), they are as near as I can find to those wise and honest policies among those that are what you might call debating institutions. Of course, Ashtonville is a really fine college by every test I have used, except one thing—they don't debate."

"No? Why not?"

"Speech department is sold on debate substitutes and dramatics. If I merely wanted dramatics I would go there."

"Oh, you want to get into drama also?"

"Yes, of course. I wouldn't be able to do it at Darnell."

"Why?"

"The coach would raise thunder, and every time I lost a debate I'd get royally panned."

"I see. Well, what about drama at Fillmore and Brightstown?"

"That's one of the things I'm trying to find out. They seem about even. I saw a good play at the Brightstown tournament. They stopped the tournament and gave us all free tickets to the play on Friday evening. They gave a good play. At Fillmore, I understand, that when the team didn't have money enough this year to go to the West Point National Tournament when they were chosen from this district, the drama teacher offered to let them have all the money in the drama fund. There's pretty good cooperation there."

"How do you find out all these things, son?"

"I keep my ears open at the tournaments. I mix. They've been inviting Coach Grayson to judge at the college tournaments, so I go along with him and visit around."

"Has Coach Grayson advised you about a college?"

"No. He just grins, and says, 'Keep your eyes open,

Turn to Page 91

SPECIMAN SPEECH CONTEST

EXTEMPORANEOUS SPEAKING

We introuce here a section of the three finals in the extempore speaking contest at the Bowling Green Convention of Pi Kappa Delta. Because of the nature of the contest it is seldom seen in print. This one was recorded while in progress upon some ten inch discs. Twelve inch discs were unavailable, so the conclusion of each speech is missing, except for a few concluding remarks the editor could get in long-hand. Enough is present, however, to give a fair account of the work of each contestant.

The editor asked five teachers—two speech, two social science and one English, to listen to the speeches, read them and make some pointed comments. It will be interesting to see if they agree with the rating the judges at Bowling Green gave. Remember, however, this is just one section and the grading at Bowling Green was cumulative over the entire period of the preliminaries, semi-finals, and finals.

A few remarks about the extempore speaking contest as an institution is perhaps in order.

The first Pi Kappa Delta contest in Extemporaneous Speaking was held at the Peoria Convention in 1924. The decision to hold such a contest was made at the previous Pi Kappa Delta convention at Simpson College, Indianola, Iowa, in 1922. This decision could not have been made had not the extempore contest already made progress in several sections of the country as an acceptable collegiate endeavor. No one knows where the idea of it began or who invented this contest. The best concept is that it grew out of some local contest invented for definite educational and speech reasons to fit individual situations. The idea was then seized upon for collegiate contest and immediately proved popular. As early as 1920 the Southern California Conference was holding extemporaneous speaking contests and this league made no claim to originating it. The idea was taken from developments in such contests in the Middle West.

Professor Glenn Clark of Macalester College says in the January 1926 number of the Forensic of Pi Kappa Delta (p. 106):

"The first regularly instituted extemporaneous contests within a college, as far as I can find out, were the Hill prize contests established in Grinnell College in the early 1900's. These contests originally came in Commencement Week the day before the Hyde prize contests in old line oratory. Never was there a more striking proof of the superiority of extemporaneous speaking over the old line type than these two contests furnished. A handful attended the memorized speech contest, a full auditorium turned out to hear the vigorous, peppy contest in extempore speaking. Few men cared to enter the one, half the college wanted to try out for the other.

"As far as I know, Macalester College was the first college to inaugurate contests with other colleges. Annual contests with Hamline University were arranged, and also with North Dakota University. Here again the interest of both speakers and audience warranted going still further, so I am not surprised at the interest shown by colleges over the country when Pi Kappa established the first national college contest in extemporaneous speaking in the United States. For there is no doubt whatever, and practically every great public speaker in the United States will bear me out, that the extemporaneous type of speaking is the most valuable type, unless it be debating, that the colleges can put in an organized form before the students of the country."

Professor Clark might have added that the great value in debate has proved to be in its extempore work in refutation and rebuttal.

In the beginning there was a reluctance to depart from the committed speech. Coaches wanted to know what their contestants would say. Even in debate in those days the constructive speeches were all committed. Rarely was a student conceived to be able enough to speak extempore. In some of the early extempore speaking contests contestants forgot their speeches and betrayed their reluctance to play fairly according to the rules. The idea that a really smooth, expressive, and capable speaker could not be genuine and extemporaneous, but must be the result of previous written and committed work was so current in the beginning that a good speaker was often discounted and discriminated against.

One such case arose in the first National Pi Kappa Delta contest. A student, who had diligently divided the subject into several topics and outlined speeches on them and practiced extemporaneously on them two hours a day on the back end of a transcontinental train, became so smooth and proficient, that Charles H. Woolbert, one of the final judges, gave him last place because he could not believe his speech was extemporaneous. He said it was too good. This pulled the contestant down to second place in the contest, the other judges having given him first place.

Gradually, however, the judges became educated to the ability of their students, and became accustomed to meritorious work. Experience began to develop good extempore speakers, debate improved, and instructors

began to seek a technique for the extempore contest.

In the Forensic of Pi Kappa Delta, January 1926 number, P. 105) some writer—Mr. Anon, now—wrote on Effectiveness in Extemporaneous Speaking. He said:

To be effective an extemporaneous speech must possess the following qualities:

FIRST—It must engage the subject directly. It must take up the topic assigned and develop it in a natural manner. It should not cut off only a part of the subject or give it some unnatural interpretation. Every listener should feel satisfied that the speaker has taken up the task it was intended he should when the topic was assigned to him.

SECOND. The speech must show that the speaker has a knowledge of his subject. He must get beyond mere general assertions. He should mention names, give dates, and employ facts and figures. The use of specific and intimate details indicates an acquaintance with the subject which secures the confidence of listeners.

THIRD. The speech must show progress. It should begin at one point and move towards another without a halt in the advance. The listener must never feel that he is standing still. Two simple devices will help to secure progress. There should first be an arrangement of topics in their logical order. One should lead up to another. This requires an outline. Second, an enumeration of topics helps both the speaker and the listener; such as, "This plan has these three advantages," or "the arguments against it are, first—second——"

FOURTH. There must be variety in development. One topic should be developed in a narrative manner to contrast with the next which is logical analysis. "A personal experience used as an illustration serves to set off a set of statistics in the following paragraph." Variety in development permits of variety in delivery.

FIFTH. The speech should have the power to impress itself upon the minds of listeners. It should lead logically and inevitably to some definite conclusion which can be stated in a single sentence. There should be some striking assertion, some pat illustration, or some forceful expression which will linger in the mind after the speaker has left the platform. Most of what the speaker says is forgotten before he is through, but a figure of speech, a word picture, or a skilfully constructed climax, may haunt the memory of the audience for days. Such forceful expressions are usually not happy accidents, but must be planted judiciously throughout the speech by conscious effort."

These words apply to extempore speech as much today as when they were written. There is much more that might be said, but let us now turn to the contest, read the speeches, then read the comments on them and see if we agree—and lastly let us turn to the results of the Pi Kappa Delta Convention and see if we are reconciled to what happened. However, remember that at Bowling Green many judges and many speeches of each contestant are reflected in the final estimate.

THE EXTEMPORE CONTEST

1. WHAT LESSONS FOR PEACE CAN WE LEARN FROM THE FAILURES OF THE PAST?

William S. Noble, Durant

We have been trying to present a clear and concise picture of the problems which have the leaders of our world completely confused and puzzled. Now as we come into the solution phase of the discussion, we speakers have the rather unenviable task of pointing out in six minutes a definite idea of the solution of those problems that our leaders, since the beginning of time, have been unable to find. It seems to me as we look for the idea that might give us the key to that solution, we could find no better source book than the book of history. For sometimes the lessons offered by the past are going to give us the key to the door of international peace. Looking back over the pages of history we can realize the importance that perhaps in high school we did not realize, when we thought we were studying something that was dead. For, when we realize that although our times and our inventions may have changed, human nature and the make-up of mankind has remained essentially the same, we can realize that those same mistakes and the same good steps which have been made in the past may furnish a key to us.

When we begin to think about a concerted effort for world peace, I think most of us are inclined to go back to World War I and to stop there. Actually the first concerted action of the nations to cooperate for world peace was in 1815, when four nations formed the quadruple alliance at the congress of Vienna. At that time the nations of Russia, Prussia, Austria, and England banded themselves together and pledged each other to police the world to maintain order and international peace. For many years the use of such a power by four nations was successful, but eventually they found out what we are going to find out today, as we draw our parallel, that four great nations, merely because they possessed the power at one particular time, are never going to be able to maintain peace, based upon their forcing it upon all the rest of the nations of the world.

That peace broke down, because four nations tried to keep for themselves the power that belonged to all. As they stepped into the internal affairs of Spain and the internal affairs of Italy, as we find that Prussia and Austria did, they found out that they were sowing the seed of something that would disrupt their peace based upon power. Then as we come to World War I and find that at the close of the war there are two things which we might say: that we came to a crossroads and the nations took the wrong road. One of them, much as we all hate to do it, is an instance in which we must point the accusing finger at our own nation. For, by its failure at that time to recognize the international

concept, by its failure to recognize that the United States was actuallly a vital part of the community of nations, this nation contributed to the failure of the nations at that time to arrive at a just and a lasting peace. Because we kept ourselves aloof from that first organization, which was supposed to maintain international peace, we ourselves helped to take to take the wrong road. We set up a lesson of failure that might be studied today. I think sometimes, though, the other nations are just a little too prone to point the finger at us, in order that we might not be thinking about pointing it at them, for, if we study the pages of history carefully, we will find that those nations actually maintained a policy of isolation as well.

They agreed to Wilson's fourteen points and the League of Nations, in order to compromise that they might get the terms of peace to close the war, that they desired. And after the League of Nations was set up, they maintained their own soverignty just as much as did the United States of America. When they tried to apply economic sanctions against Italy, when she began her aggression in Ethiopia, England took the lead and others followed in saying that their own sovereign benefits should come before the welfare of the organization that they had set up. They had set up an organization in theory, not in practice. Looking then at the pages of the past, looking at the wrong road that America took and the other nations, whether they admit it or not, took along with us, there are some definite lessons that we can draw. One is the lesson that four nations today, just the same as in 1815, are going to find that they cannot use their own power as a basis of permanent peace.

2. WHAT ARE THE PROSPECTS FOR AMERICAN AND RUSSIAN COOPERATION FOR WORLD PEACE?

William Buttler, Monmouth

Prospects for peace between the United States and Russia for world cooperation are just as great as we wish to make them. But who is this mysterious "we" of whom I speak? Is it "We the people of the world who have a common end and ideal?" It cannot be this group because as citizens of the United States we would like to see them take our ideals, our ideologies, and our economic beliefs, and having taken them, to make them work.

You and I know that today we have no such opportunity. You know and I know that the facilities, that the understanding of the peoples of the world are not such that democracy could work anywhere it might be tried. Then, like the Arabs folding their tents and stealing silently away at night, we would see our ideology crumble. No, the mysterious "we" of whom I speak is this—you and I—citizens of the United States. As citizens of the United States we are vitally concerned, are we not, with the problems of the world? Particularly today, with the peace and cooperation of Russia. There are, at the present time, within this group of we—the United States—two opposite viewpoints as to what it is that is necessary to seek cooperation. The one group takes the viewpoint that ideology can best be put into practice in the world today by an idealistic belief that our ideals can reach other people in that way. But the point here is this, that we find today this is absolutely false because today the peoples of the world must have a practical solution to the problem that they face.

Recently one of our denominations turned in a thousand name list to the Congress of the American people. Turned it in to protest aid to Turkey and Greece because, as they put it, we have today the necessity of preventing greater conflict, friction, and war with Russia through aiding these countries. Well, Mr. Wallace is trying to spread this idea. Yesterday, in London, you know, he spoke and used the same train of thought, that in order to placate the Russian people we have in some way to try to approach them on an idealistic basis, and not to approach them in an antagonistic fashion. But over against this group, and more important to the United States at this time, is that political group headed by Mr. Vandenberg and Mr. Truman. Opposite political viewpoints, and yet, at one in the idea that something must be done to stop the Russian expansion. This group is spoken for in Mr. Eisenhower when he said: "We do not today have the necessity of immediate warfare. Warfare in the near future is not a necessary thing. And that, in the distant future, it need not be considered absolutely necessary, but, he made this caution: We must maintain our military standards. How do these ideals affect us in our cooperation with Russia?

First of all, remember that Russian ideology is founded on a concept of economy that is in exact opposition to our own. Because of this fact free enterprise today as we know it, and as we profess it, is at odds with a state planned economy of Russian Communism. Is that not so? Is that not revealed in our present partitioning of Germany? Is that not revealed when Russia, turning over her concepts, now wishes a strong central government that she might control? Is it not true with the new secretary of the Communist party, Mr. Zandal. Mr. Andrew Barnard recently said the friendly people of Russia everywhere he goes, give him a handshake, and yet the peoples of Russia support their own system. Yet the peoples of Russia are not responsible for their government. Things go on as today with Russia a dictatorship, not a democracy. The people do not rule, and we cannot reach Russia at once, but we must do it through their people. That explains our radio attempt to reach them—the people as well as their government.

For, it is to the people to whom we must look for cooperation, and an ultimate understanding, and we must find a way to reach them.

3. HOW WOULD A UNITED STATES-BRITISH ALLIANCE AFFECT WORLD PEACE?

ROBERT HENDERSON, BALDWIN-WALLACE

Mr. Chairman, Ladies and Gentlemen:

"We in the United States can no more evade shouldering our world responsibilities than a boy of 18 can avoid becoming a man by wearing short pants." These are the words of Henry Wallace, former Vice President of the United States, spoken to the American people at the height of the second world war. Coupled with an intrinsic declaration of principles of equality and justice for all peoples and all nations as well as the Roosevelt-Churchill doctrine of the four freedoms, we have well defined for us the path of internationalism which this country and Britain intend to follow. Over a year and a half ago, The Rt. Hon. Winston S. Churchill,, speaking for his Majesty's Government at Westminster College at Fulton, Missouri, called for an American-British Alliance of military forces. At that time in this country, and in Britain as well, the sentiment was definitely opposed to an American-British alliance. But since that time, we have seen the threatened dissolution of the British Empire, while today the United States is trying to determine whether or not our foreign policy shall be to strengthen and bolster British interests in Greece and in Turkey.

Therefore, the proposition—how would an American-British alliance affect world peace certainly is very pertinent as we face the probem of a new foreign poicy in this hour. Now let us take a look at both sides of the question, because there is material on both sides.

In the first place, we who speak affirmatively for an American and a British alliance have this to say: They point out that we and the British have a common background, a common heritage; our governments, our politics, our law, all spring from the same fundamental source. They go on to point out that because the United Nations has failed, it is up to the United States and Great Britain, after having formed a British-American Alliance, to bring peace to all parts of the world. In other words, they believe that because the foreign ministers at Moscow, at London, at New York have failed to bring peace through the framework of the United Nations, the only way for peace is through an American-British Alliance which carry democracy in all its essence to all parts of the world. They, therefore, claim that that will mean world peace.

But now, let us take a look at the other side and see just exactly how valid the claims of those affirmative people actually are. It is the contention of those who oppose an American-British Alliance that actually if we were to form that alliance with Great Britain it would mean in essence that we would have to take over the old British Empire, that our influence would be supreme in the Mediterranean, in Greece, in Turkey, in the Suez Canal area, in India, and in the majority of the nations of the world today that are under British dominion and under British subservience. Briefly, because of that, with the atomic bomb in one hand, with a strong military force formed of British and American mentality, with all the petrological developments, with 85 per cent of the world's productive area, we would force the rest of the world, what is left of it, into the Russian Camp of "have-not" nations. And instead of effecting world peace—instead of bringing about world peace, we would be setting up British-American "have" nations—and a Russian sphere of influence in its "have-not" nations; in other words, two armed camps, and that they would have to battle it out among themselves. Certainly if that is true, we can see that that is not going to bring about world peace which we certainly are so desperately in need of in this hour.

I firmly believe, however, that peace lies with the people of this country and Great Britain. I believe that when this country and Britain get the faith of Woodrow Wilson and of Franklin D. Roosveelt behind the United Nations we can have peace. Then and only then will the wall before us illumine with the bright concept of peace.

4. SHOULD THE UNITED NATIONS HAVE ITS OWN ARMY?

LESLIE KREPS, *Nebraska Wesleyan*

"Choices," said Edwin Markham, "are the hinges of destiny." The peoples of the world today have a chance to make a choice, and it is a very important one. They have a chance to choose what form of international government they wish to be ruled by. They do not have the choice of whether it is going to be nationalism or internationalism, but merely what form of internationalism is going to exist in our world in the future.

There are three choices, three chances that they have: First, Communism. Now, we are all very aware of the implications that Communism has. The second one is Plutocracy. Now, plutocracy is not quite so clear to us because we of the United States and England stand for that form of international government to the people of the world—monied interests and capitalistic power that might rule the world on an international scale. And third, we have the United Nations. Now the United Nations is a dream that was forced into reality at the conferences at Dumbarton Oaks, Yalta, and San Francisco. At the present time this reality is slowly disintegrating and rusting because it has nothing to do. My topic is whether the United Nations should be given an army.

Before we go further into this problem, I believe it would be helpful to compare the United Nations to a machine. It is a machine, because in order for it to operate, there must be an outside force applied. It has no power from within itself like a state such as the United States has. It it not a living organism. Now an organism cannot grow merely from a state of infancy into maturity. Neither can the United Nations which is now in its infancy suddenly be given an army. It is

my belief that it must go through certain steps before such a program can go into effect. First, the United Nations is going to have to be given the power to set up a disarmament conference, and to have power to see that those provisions that would be arrived thereat could be carried out.

Now they would have to have an inspection force to do that. This would do two things. In the first place, it would relieve suspicion from the world, from the nations of the world, that they would have to have an army to exist, and, second, it would give the United Nations a chance to use this disarmament power that it would have to gain experience. After a while, the United Nations, then could be given an army. In the first place, the army would not exactly be one of the United Nations, but would have to be contributed by such countries as Russia and the United States, and there would be a divided loyalty there. First, they would look to the country from which they came, and second to the United Nations.

But with the experience that such a force could gain by handling disputes in various parts of the world, it would slowly change. There would be a metamorphosis, and this group would then truly be an army of the United Nations. As the process continued, there would be a change from the United Nations as a machine into a more highly, truly pattern of being a living organism, for it would contain power from within itself, and there would not have to be power applied from the outside. Truly as Edwin Markham said: "Choices are the hinges of destiny."

We have a chance today to make a choice and the choice that we make is going to influence the world for centuries to come. The world can either choose Communism, it can choose Plutocracy, or it can choose the United Nations. If we continue to pass the United Nations by doing things on our own such as we are in Greece, in Turkey, and in various other countries of the world. If we continue to let the United Nations rust and rot with nothing to do, if we keep on attempting to manage the world on our own, peace will fail. On the other hand, if we give power to the United Nations so they can rule, then we can have a democratic peace. Let us choose the United Nations.

5. HOW MUCH CAN WE DEPEND UPON EDUCATION FOR THE ANSWER TO WORLD PEACE?

CULVER NELSON, *University of Redlands*

Peace, like any jealous mistress, guards her secrets well and makes rigorous demands of those who seek her. As a modern sage has well said it, "Peace, if this be any comfort to her, has this much in common with God. Many speak her name, but few take her demands seriously." And of all the demands that education, and of all the demands that peace makes upon men and upon processes and upon the entire world, none is more rigorous, none is more important, and none should be before our eyes more than this one, namely, education. For we are dealing with human beings and we build our processes upon long range views and there we deal with the human factor, the factor that must be educated, for a man receives his knowledge, his ability to think and reason, and to solve problems through the processes of education, whether formal or informal.

Therefore, we must depend upon education. We must depend upon it for two reasons. First, because we are dealing with human beings. We are dealing with the human factor whose cultural ideas and ideals are built up through the processes of education, formal and informal. And secondly, we must depend upon education if we are true believers in the tradition of which we are a part, if we accept this heritage which has been given to us, the democratic heritage. Yes, if we accept that heritage and the belief and faith in the common man and his ability to solve problems when he is gsiven the tools of reasoning and given objective truth about which to reason.

So in the first instance, we must depend upon education for two reasons. First, because we are dealing with human beings and, second, if we are believers in the true democratic heritage, then we can depend upon it to the extent that we would accomplish four things. First to the extent that we reach youth, for the ages of man's life when he is developing his attitudes, his abilities, and his way of doing things, when he is forming his habits—there is the time to reach him and there is the place to reach him.

And so we must reach youth with the good processes of educational habilitation and rehabilitation. Then, secondly, we must give men tools of reasoning. As we reach youth we must give them those tools with which they can take facts and develop them and get solutions to their own problems and analyze and realize the benefits of the intellectual process. And third, we can depend upon it to the extent that we universalize it, for where small pockets or groups exist that are educated, there will be found inequalities, injustices, and all the ramifications which come. And so we must universalize this process. Not keeping it for one particular group or one particular nation, but giving it to all men. And in the fourth instance, though we do these things, though we reach youth and give them these habits, though we give them the tools of reasoning and thought we universalize it, unless we give them the objective truth, actual scientific fact, all else fails. So then we can depend upon education to the extent that these four things are done.

In conclusion then, we may say these things. We may first say that we must do these things. And, secondly, we can say that however they are accomplished they must be done. Whether we work for the United

Nations Organization or any world government, whether we work through national entities such as the United States or Great Britain, or others. Whether we work through institutionalized agencies such as the church or the school, or whether we work through local institutions such as the home. Whichever agency we use to educate men, we must realize, and do realize, that it is the answer to our problem.

How much can we depend upon education? We can depend upon it wholly if we do these four things. H. G. Wells says: "All history is a race between education and catastrophe!" We have to depend on a long range policy and philosophy, and we are paying attention to things that are expedient. We in the United States are too local minded. We emphasize the temporary. We must learn to see and regard the ultimate.

6. CAN PRESENTLY CONFLICTING POLITICAL IDEOLOGIES BE RESOLVED IN THE INTERESTS OF WORLD PEACE?

RALPH STROMBERG, *Tulsa*

You as citizens of this nation have a vital role to play in the future peace that is to follow, because the economic defection of Britain, moral and idealistic leadership of this world has devolved upon the United States, and it is up to you as a citizen of this country, aiding in the forging of democratic principles in this country, to realize a few salient and pertinent principles and facts. First, you must realize at the time presently, while Henry Wallace's brotherhood of man has not yet arrived, that this nation must become less ideologically inclined and more practically idealistic. That in forming our policy and moving out into this world order, this community of nations that we do have existing on earth, first we must make this work and then we can move toward this utopian brotherhood of man.

There are several things you must realize. First, that a spirit of cooperation, if it can be injected among the nations of the world today, there is yet hope for a lasting peace. When we speak of ideologies we must consider what we mean. Primarily in this world we are faced with two ideologies that may lead to a future war. One is Russian communism and the other is American democracy. There is a clash existing in certain parts of this globe today that may lead to war. Let us look at these trouble spots. The 37th parallel of latitude across Korea today is a line of damarkation between Russian Korea and American Korea. There is an iron curtain drawn up here. Neither side knows what goes on on the other side. There is no communication, no transport of foodstuffs. One country, one part of that country, has been isolated effectively from the other part of that country. Those people are having no future world effect. Those people are having no chance, no choice as to their own future. In China today, we are facing communists fighting nationalists. As to whether Russia is actively supporting communism in China, there is no real knowledge as to that fact, but we do know that they are extending their province of communism into such countries as Bulgaria, Rumania, and Greece, Turkey, and farther down the near east. We have trouble in the near east. We are fighting over oil and communications. United States has a vital, desperate interest in that part of the world, and we are facing Russia at that particular point.

This situation is true as you circumnavigate the globe. Everywhere you go you find that United States is the one strong power in this country facing Russia as the other strong power in that country. Have these two ideologies despite their conflicting nature ever worked together? Yes, they have. Under the tension of the past terrible war, they have worked together and worked together effectively for the defeat of Nazi Germany and Japan. They are working today in part on United Nations. They are exhibiting a spirit of cooperation today on United Nations. So you can see that there is a possibility that these two ideologies may get together. Then what will be the solution? We must realize, first, that we must not play any longer with ideologies, we must take certain various steps and this country must take the leadership and step forward and see to it that these effective steps are taken.

First, we must insure that there is a strong international organization, such as the U.N. The U.S. must actively support that strong international organization. There can be no withdrawal this time as there was with the League of Nations following the first war. We must also work for the abolishment of the veto power which allows one country in its own selfish interests to drag Russia out of the interests of the entire world. Secondly, this nation must come forward to release the right to the atomic bomb. We must throw it open to the international authority. By doing this we shall show the world our sincerity. We realize that we cannot hold off anything but the manufacturing processes of the atomic bomb. The idea of nuclear fission is known to all the world. Consequently, if we come forward and step out, and say: "Here is the atomic bomb," we can help the boys in setting up this international control authority, and we will submit to all the world our sincerity for peace. Thirdly, we must do away with the Truman doctrine. This is pitting our might against another nation for one specific purpose—to restrict that nation to one set sphere of influence. This is not right.

This generates, breeds, and creates suspicion, fear, hatred, and distrust. If we stop this, and say to Russia: "We will meet you as an equal on the board of the United Nations, and we shall settle our disputes there; we will work with the United Nations, not weaken that institution, and will cooperate and work with you instead of saying: 'there, we are fighting with you and we are trying to hold you down.' " Then if we do that, then once again suspicion will be allayed. Countries can work together. Then lastly, we must cooperate, and that is where you come in. You must in your daily con-

tacts realize these principles that have been our plans. You must realize we must be practical. We must keep our minds upon peace, for the burden of peace rests upon the United States. We must accept that burden and keep our minds diligently upon it. We may then have hope.

7. IS WORLD GOVERNMENT THE ANSWER?

ROBERT CARSON, *Michigan State College*

Mr. Bucher of New York, a journalist and speaker, said: "Since Nagasaki and Hiroshima, I have been trying earnestly to teach the world in writing and in speech the necessity of getting together on a plan for peace on penalty of catastrophe. I was saying this in Chicago as emphatically as I could say it, when boom—it came—the crash of the atom bomb on Chicago and upon other American centers of population."

The sole survivor of the Chicago bomb was Mr. Bucher. He was found wandering about days later in a dazed and helpless sort of way by the two survivors of the Milwaukee explosion quoting the last lines of his treatise upon nuclear fission and world peace.

This is not just a flashy story for film or radio exploitation or an alarm from a frightened yellow journalist. It is the real thing—the end of civilization.

Mr. Bucher was not alone in his concern nor in his attempt to alarm us into action. A group of scientists in this country, led by Albert Einstein, is trying desperately to warn us of danger and direct us toward world peace through international control of the atom bomb by the United Nations. But our time and opportunity is being whiled away without action.

Again and again we have not learned that we cannot trust peace to come of itself. That is just an outmoded, old hat theory which time and again has simply plunged the world into another and a greater conflict. We cannot put our faith in a loose, sure failure of a union attempt to set up such a confederation. The League resulted in the most terrible holocaust of them all. The United States attempted to set up a confederation because we did not want to sacrifice individual sovereignty and nationalistic private states. And it, too, failed to keep the peace among the states themselves, and so they had to unite, realizing that war would result if they did not. The League of Nations confederation again failed our trust in these agencies, nor can we have confidence in a toothless United Nations organization, weakened by a veto, and undermined by lack of confidence among its members. It is time for the thinking citizens of this world, with an atomic bomb like a sword of Damocles hanging over their heads, to unite for a world federal government in the future. Too radical, you say? Too extreme a plan! It can't be done! You're radical! My friends, if it is radical when the choice comes up of unite or perish, one world or none, then, indeed, I am the first of the radicals. We have too long been content to let the problems of humanity blow over; instead, they have blown up: We cannot rely just upon time. We must take radical action. The time is now for the people of good will to unite throughout the world to demand of their leaders a guarantee of their future safety and of the future preservation of our civilization. We have no recourse. But, you say, education is the answer, the spreading of religion, the spreading of morality, cooperation. My friends, there is no means today of putting an educational system throughout the world. And even if there were, with no enforcement we cannot rely upon this. What sort of a community would it be that relied upon its educational facilities to give it complete protection from murder, larceny, burglary, and crime? This cannot be the answer. Then we have no choice. We have no time to put into operation some far-flung plan eventually voluntarily to cooperate. Every hour that passes, the clouds of war in the distance become darker and darker. This time we can make no mistake. Every hour that passes, the nations are in a mad struggle to obtain atomic energy to wipe out their fellows. We cannot let this happen. Any citizen that does not live in a state of alarm is disloyal to mankind today. As the hours go by on the clock and we are undecided, as these hours pass with each striking of the clock, it is the tolling of the knell for humanity. And we do not send to know for whom that bell tolls, for it is tolling for us.

I feel that first of all the citizens of this world have an innate desire for personal liberty today. The fact that many nations do not have personal liberty does not mean that their people do not want it, and would not urge its establishment under a principle of a world federal government. We know the people have been only too anxious to set up republics and democracies until economic pressure forced them to abandon them. With a world federal government, the abolition of trade barriers, the stopping of the perpetuation of this "have-not" nation theory,—these could be eliminated and then we could set up a political democracy. The world federal government should be a political democracy. Most of the educated, thinking people of the world do believe in the basic principles of democracy.

REPORT OF THE JUDGES

Of the five judges asked to read the speeches, three reported: one Social Science, one Speech, and one English. The tabulated results follow:

Contestants	1st Judge Soc.Sci.	2nd Judge Speech	3rd Judge English	Totals	Rank
1. Wm. Scott Nobles, Durant		7	5		
2. Wm. Buttler, Monmouth		4	7		
3. Henderson, Baldwin-Wallace	1	6	3	10	3
4. Kreps, Nebraska Wesleyan		5	4		
5. Nelson, Redlands	3	3	1	7	2
6. Stromberg, Tulsa		2	6		
7. Carson, Mich. State	2	1	2	5	1

It is interesting to note that, judging solely from manuscript, the three judges have averaged the same as the judges of the contest at Bowling Green, picking the same three men who were awarded the rank of superior out of this section of the finals.

Of these three, Nelson placed highest (2nd place of all 61 contestants from all judges in the entire series of contests), Carson of Michigan placed fourth on the total roll of all contestants, and Henderson of Baldwin-Wallace placed sixth on the total roll.

Here are the comments of the judges who read the speeches:

SOCIAL SCIENCE JUDGE

1. Bad history and not very good psychology. In spite of that his plan is telling for the recognition of the rights of the smaller nations. English not very good.

2. Rather flighty and on the fence. Appeal is strong from people to people, but no ideas as to how to do it.

3. Logical and English good. Visible outline. Inadequate treatment of sentiment against alliance.

4. Sounds cooked up. Too much time on preliminaries. Does not deal directly with topic—instead with increasing power of U.N.

5. Good organization, but skeleton sticks out, with firsts and seconds plentiful.

6. Pedantic and very general. Has, however, a positive approach.

7. Clever, pointed, and moving. Weakens at the end.

SPEECH JUDGE

Out of the various criteria possible in judging an extempore contest solely from the manuscript, I feel the three I used are essential.

1. Did the contestant talk directly to the problem assigned?

2. Was there a specific and concrete point of view or solution presented?

3. Was there a fluency of style? Among other things short sentences, concrete language, variety of pace are important.

Mr. Carson stood out especially in vividness and willingness to make positive concrete statements. There was a general tendency to broad, sweeping generalities. Time limitations make it imeperative that words shall not be wasted.

ENGLISH JUDGE

Analysis of the speeches with special emphasis on the rhetorical aspects.

In selecting the rhetorical aspects of these speeches I am, of course, aware that these cannot be separated from the subject matter and logical thought. However, as effective prose I would rate the seven in this order.

1. No. 5 for a good sense of rhythm, for effective use of sentence length for effect. Demonstrates the best use of repetition and summary of each step before starting the next step. Logical order clearly outlined for the listener.

2. No. 7 for a sense of urgency brought out, in part, by the use of terse, Anglo-Saxon sentences, and by the bold use of a color word, "radical", twisted to drive home this urgency. Ending not as strong as the building.

3. No. 3 for balanced presentation of alternatives and for a clear statement of subject. Conclusion not strong enough.

4 No. 4 for organization of material, marred somewhat by a long introduction and the lack of clarity in the use of the terms and their relation to each other. Crude English.

5. No. 1 for simplicity of organization. Seems wordy. Sentences too long, without sense of cadence or variety in length. Too even.

6. No. 6 for clarity of sense. Preachy. Shift from "you" to "we" awkward. Stiff.

7. No. 2 for good use of rhetorical question. Overall picture not too clear. Not enough emphasis on main points.

HIGH SCHOOL DEBATER CHOOSES HIS COLLEGE

Continued from Page 81

kid. You'll make a right decision.' "

"But you haven't yet."

"Well, I practically have, if I can get Jim satisfied."

"Why cling to Jim?"

"Well, a fellow needs a teammate to debate, and Jim and I have teamed together two years now in high, and we understand each other."

"What's the trouble, then?"

"Oh, Jim's poor, you know, and at Forest Ridge he can get a four-year scholarship and other help. At Fillmore or Brightstown he would have to pay his tuition the senior year."

"You could go to Forest Ridge."

"I don't want to. Standards are too low scholastically from all I can find out. Also they are too narrow-minded racially—they make it hard for the Negroes and the Jews, and I can't see that. Besides the Board of Trustees butts in too much on administrative details and athletic functions. And they are religiously dogmatic."

"My son, how do you get wise to all these things."

"Oh, I just tag along with Coach Grayson. They tell him everything."

"Well, son, I've heard enough to make up my mind. I'll trust you to make the decision, and what's more, I'll lend Jim money enough to get through the Senior year."

"I was figuring, dad, that I'd lend him what I saved the first three years by taking a half tuition scholarship. I'm sure I can make the grade standard and debate also."

"That's a bargain, son. Shake on it. Your mother will be proud of you when I show her this, and tell her about it."

And dad took son's list of criteria for choosing a college along with him to help convert Mom.

THIS IS GEORGE'S LIST OF CRITERIA:

ED. NOTE: *Whatever you think of George and his ideas, please do not try to identify these institutions he considers, for any likeness to existing institutions is purely accidental and coincidental—this is all fiction.*

Phony Reasons for Choosing a College:

Attending your parent's *alma mater* without a searching investigation as to its present standing.

Because it's the right denominational college. There isn't any Baptist or Methodist way of education.

Because it has a big enrollment. Why is America sold on bigness? Why not look for quality?

Because it has winning football teams and athletic fame. Are you going to play or sit and look on?

Because it's the least expensive. All right if necessary, but one usually gets what he pays for in this world.

Because it's nearest home. Does it furnish the best education? Or does expense enter dominantly?

Because I'm sure of making a frat. If you can't make one without a pull, what kind of a sap are you anyway?

Because I know a group there, and am sure of a good time. I would like to have a fine squad of debaters where I go.

Because the school is easy, gives high grades, especially to students in activities.

Because the college allows concentration in studies one is good in and allows long trips that take too much time from studies.

Because all my family went there, and they all like it.

Because it has a good publicity agent and I read about it in the papers all the time.

Because I like the field agent it sends out after students.

Because my teachers want me to go there.

Because my girl friend (or boy friend) is going there.

Because I can get a scholarship there. Look into what is expected of you in return.

My Tests or Requirements of a College:

Must be a member of a scholastic or educational rating organization.

Must be accredited by high class graduate or professional institutions.

Must have a high class, well treated faculty to insure morale.

Must have excellent buildings and equipment, libraries and laboratories.

Must have endowment and financial standing to insure permanence. No one wants to be an educational orphan with a defunct *alma mater*.

Must have morale, educational enthusiasm and atmosphere.

Must have religious character and principle rather than formalism, creedism, doctrinism, or religious exhibitionism. I won't take anybody's word for this—I'll be the judge.

Must have a strong alumni association, with many of them distinguished. I'd like some of them to be in my especial field because I'd like to know them someday.

Must have a consistent record over a period of many years, especially in my field of interest.

Must look forward as well as backward, for I have to live in the present and in the future.

Must have the right kind of publicity.

Must practice what it preaches.

Must have a friendly, democratic student body.

Special Requirements:

Must be strong in debate and speech work. Have a record over many years.

Must finance debate and speech contests liberally.

Must have reasonably liberal travel and contest policies.

Must have able speech professors and coaches, who have served for some time and work together instead of nullifying one another.

Must have faculty cooperation, instead of hostility toward debate, trips, and class absences. There isn't any all-important class; it takes an awfully egotistic teacher to rate his class that high.

Must have a sizeable squad of loyal and interested debaters—the better debaters, the better it suits me.

Must have ethical standards and a reputation for fair play.

Must have the respect and esteem of its rivals.

Edward S. Betz, newly elected president of Pi Kappa Delta, is dean of men at College of Pacific, Stockton, Calif., but expects to hold on to the debate coaching.

DELTA SIGMA RHO NOTES

Formed in April, 1906, at a meeting of representatives of seven Northern mid-west universities in Chicago, Delta Sigma Rho is the oldest honorary forensic society in the nation.

Delta Sigma Rho held a National Student Congress April 10-12 in Chicago. It was not intended to be a 41st anniversary meeting, but it lacked only a few days of being on founder's day.

Ohio University preceded the National D.S.R. Congress with a Legislative Conference at Ohio State University, Columbus, Ohio, about a month, holding forth on March 14 and 15. The problems of labor and Public Health were considered.

Dr. Ben Cherrington, who is Professor of International Relations and Director of the Social Science Foundation at the University of Denver, is serving as Vice-Chairman of the Committee on International Affairs of Rotary International.

DISCUSSION DIVISION

Wayne N. Thompson, University of Missouri, Editor

The editor of the Discussion Division, Professor Wayne N. Thompson, of the Speech Department of the University of Missouri, would be glad to receive articles and contributions suitable for publication in this department of the magazine.

SHOULD STRIKES BE PROHIBITED IN VITAL INDUSTRIES-
A ROUND TABLE DISCUSSION

By Students of Iowa University

Ruth Koch, Moderator: Thank you, and good afternoon, ladies and gentlemen. This afternoon the University of Iowa Student Round Table will be devoted to a discussion on the question, "Should Strikes Be Prohibited in Vital Industries?" Those students participating in the discussion will be: Virginia Rosenberg, a junior from Burlington, Iowa; Jean Collier, a senior from Freeport, Illinois; R. Bruce Hughes, a junior from Sioux City, Iowa; Mel Baker, a first year law student from Iowa City, Iowa; and Elbert Dempsey, a senior from Independence, Missouri.

It has been quite generally recognized for some time that labor-management-consumer relations in the United States were not the best possible. Plans and suggestions have been offered for solving the problems that arise between these groups. However, since the recent December soft coal strike, one of the plans has been given special attention by the general public, and that solution has been the outlawing of strikes that directly affect the public interest—the prohibiting of strikes in vital industries.

Just what is involved, Jean, in the prohibiting of strikes in these vital industries? What is the American consumer demanding?

Miss Collier: It seems to me, Ruth, that before we consider the total of what is involved in prohibiting strikes, it might be well for us to analyze the individual terms. By the word "strike" we mean stoppage of work which involves groups of people rather than stoppages which are on an individual level. By "prohibiting," of course, we mean outlawing. And by "vital industries" we mean industries which are necessary to the operation of national economy. Putting these phrases together, then, we might say that the consumer is asking that work stoppages be outlawed in all industries which are vital to the national economy.

Mr. Baker: Don't you think we might possibly add to that definition of vital industries by naming a few of them—such as coal, United States Steel, Public Utilities, large and small, all over the country. For example, what the consumer is worried about is a strike on the order of the recent transportation strike in Los Angeles, or the Public Utilities strike in Pittsburgh. That's the sort of thing that the public fears.

Miss Koch: From what you and Jean have said, then, Mel, I would assume that you two, at least, would agree that here have been strikes throughout the country during this past year that have definitely affected and endangered the public welfare.

Miss Rosenberg: Not only during the last year, Ruth. Let's look toward the future a moment. Something should be said about the probable increase in strikes in this post-war era. For example, as was pointed out in the November, 1946, *Fortune*, take-home pay is falling well below the cost of living, plus the fact that labor militance is often matched by opposition. Moreover, we have the factor of ambiguous government policies. And all of these things combine to predict the possibility, almost the certainty, of more strikes in the future.

Mr. Hughes: Sorry, Ginny, but I cant' go along with you there. It seems to me, in fact, that from now on, we are going to find relationships increasingly harmonious in the industrial field. Actually, now that we are getting back to some level of production where consumer's

goods are once again coming on the market, prices are coming down somewhat. This whole era of good feeling, as it might be called, was summed up by Secretary of Labor Schwellenbach when he told the Senate Labor Committee that he was expecting that strikes would gradually decrease in the next few months as we returned to a stable level of production.

Mr. Baker: Just a minute, Bruce; you don't want to give the impression that we are coming back to a more normal period as far as strikes are concerned when the CIO has not too long ago completed a plan for the year 1947. And in this plan, they have taken into account the Nathan report; saying, that on the basis of this report they are going to call for strikes this year to increase wages as much as twenty-five or thirty per cent. Yet, you say that strikes are going to decrease in the future. I don't see the coordination between the two views at all.

Mr. Hughes: Look at it this way, Mel. The CIO is quite obviously playing politics, as any good labor organization should. They can't expect to get a thirty percent increase, and they know it.That simply is the beginning for a negotiation. And, may I point out that the harmonious era which has developed between the United States Steel and the United States Steel workers, according to reports so far, would tend to indicate that things are going to be worked out amicably. And, I might also call attention to the conference which is finally going to be held between the management of the Allis-Chalmers plant outside of Milwaukee and the workers there.

Miss Rosenberg: Then you think, Bruce, that economic conditions are coming back to a more or less leveling-off period.

Mr. Hughes: Exactly, and it is only reasonbale to expect, on the basis of this leveling-off, that strikes will, of necessity, decrease. Certainly, we are past the abnormal, the violent, stages of post-war reconversion.

Mr. Baker: What you say is undoubtedly true; but on the other hand , we do have to realize that labor did go ahead with the strike weapon in its hand and the CIO did set up its 1947 program on the basis of this Nathan report that I mentioned. Now, you understand, of course, that according to figures of the City National Bank of New York, that if industry did increase the pay by twenty-five or thirty percent, they would not only be cutting down on their 3.5 percent profit, which they did make in 1945; but they would be losing, in turn, 6.5 percent of their return on their products. That is, it would cost them 6.5 percent more to make the things, total cost, than they could get back on their product, according to the Nathan report.

Mr. Dempsey: Of course, we know that we are going to have more strikes in the future, but, nevertheless, there are at least two reasons for believing they will be much less extensive in the future than they have been. In the first place, Mel, the most competent authorities have pretty well discredited your Nathan report. And in the second place, it's pretty well agreed that the back of inflation was broken about two months ago.

Miss Koch: We seem, as a group to be just a bit undecided as to whether there is or is not a strong likelihood of strikes endangering the public welfare in the future. To my mind, part of our difficulty in establishing a clear-cut picture may very likely be due to the fact that, as yet, we have not set up our goals in the labor and industrial fields. We've analyzed the terms of our proposition, but have failed to define the conditions we wish to establish. Just what do we—and the consumer we're representing—want to see coming into the labor picture in the next few months?

Miss Collier: Ruth, it seems to me that one of the goals to which we must look forward is the realization that labor and management must grow up. I think that by reading the newspapers you get a knowledge that a very juvenile attitude is being taken by both groups. For example, during the famous General Motors strike, the representatives for management sat in the mediation conferences and read comic books. Nor is this the only example that could be cited. Both labor and management must realize that they have a responsibility to each other and to the general public—and that they must work togehter in a harmonious relationship in order to promote full industrial production.

Mr. Hughes: Another goal, it seems to me, should be the improvement of the standard of living of the great mass of people. We know that the capitalistic machine has broken down many times simply because our distribution system has not been adequate to fully supply all the people with the great amount of goods that we have been able to produce. We have the industrial know-how; we certainly have the available capital; our productive machine is at an unparalleled height. And yet, at the same time, the mass of the people do not reap the benefits. This is an important goal; yet it can come only with a kind of labor machinery that brings with it some kind of distribution machinery.

Mr. Baker: Bruce, just what do you mean by "dis tribution machinery"? Are you thinking of it in terms of free economy and private enterprise, or are you speaking of it in some respect to the government entering in and governing the various factors of distribution?

Mr. Hughes: I mean any kind of policy or method which will insure to the average worker some ability to get back in the form of real wages the income for that which he produced. In other words, the automobile worker helps to produce a certain amount of cars. His income, then, certainly should be adequate so that he can go ahead and maintain the high standard of living that the production of cars implies and requires. Simply, my point is that if we are going to continue this high standard of living which apparently we have set up as our goal, we've got to see to it that the mass

of people have money to buy products with, and that means to me more and more we've got to increase wages of labor.

Mr. Dempsey: Now just a minute, Bruce. I follow your line of thought, all right, but I'll have to disagree with it in one respect. Maintaining a higher standard of living, which, of course, we're all interested in, requires not necessarily the raising of wages, but the raising of production. And it's only by increased production that we can hope to achieve a higher living standard. That stand is taken by both business leaders and labor leaders—which, of course, makes the problem of strikes even more serious.

Miss Collier: In a sense I'd like to agree with you, Elbert, in that I think it is very necessary for us to have increased production. But, I also feel that we must realize that higher wages and increased production must go hand in hand. We cannot expect the workmen to produce more if they are not rewarded in terms of the amount of money they get in their paychecks.

Miss Koch: What we are trying to say, then, is that instead of arbitrarily trying to decide for ourselves something the economists have never been quite able to determine—whether production reaps higher wages or higher wages reaps production—we should simply generalize and agree that we want increased production and we want a higher standard of living. Then, setting these up as our broad goals, we can proceed along these lines into further analysis.

Miss Rosenberg: In that case, Ruth, I have one more goal that should be considered—particularly with regard to the question we're discussing today. Some thought must be given to the protection of the public interest. As the discussion has progressed so far then, we seem to be agreed that our goals in any progress to meet this labor crisis today is the realization upon the part of both labor and management of their responsibility to each other and to the public, the building and maintaining of a higher standard of living for everyone, and the protection of the welfare of the general public—the consumer. What we must do now, then, is to look at the labor picture today, to see if we can discover what the basic problems are—and then determine if the solution we are considering will meet both the needs we find and the goals we have set up.

Miss Collier: If we're going to turn to an analysis of the many strikes we've had in the recent past, we cannot overlook the factor of reconversion and inflation. I think we are all familiar with what has happened in many industries. During the war, wages were very high because of the excess of hours which the employee worked. Then came the cutbacks to the forty-hour week, and the consequent drop in wages. At the same time, and a little prior to this, before the ceiling broke, you had the situation of ever increasing prices. And, as long as prices and wages were so far out of line, it was inevitable that we should have a large amount of labor disagreement and of difficulty between labor and management.

Mr. Baker: Of course, it's essential that we consider the basic conflict between labor and capital or management over the division of the returns on production. Now there seems to me to be an almost irreconcilable conflict between labor and management today on this issue. One is aspiring toward higher wages and the other is bucking against their raising. One wants shorter hours and the other wants greater production. In other words, the two just don't see eye to eye.

Miss Rosenberg: But the encouraging thing, Mel, is that in the ultimate they both want the same thing—greater production. But, I agree with you that neither side is willing to take the long run point of view, and that as a consequence, we have strikes. There is a great possibility, almost a certainty, that if they would take the longer viewpoint, if they would realize that by working together they could make progress, the differences between labor and managament would not seem so irreconcilable.

Mr. Dempsey: A perfect example of the thing you're stressing, Ginny, is the immature approach of labor and management to many of their problems. For example, the handling of conflicts which arise within the plant but are not necessarily concerned with wages would be ludicrous if it were not for the fact that they set the stage of tension which can lead to strikes and to greater conflict.

Mr. Hughes: Another factor contributing to the recent wave of strikes was the realization on the part of labor that now after many years of preparing, they had the necessary money. Perhaps they realized that once and for all they must establish the basic conclusion that labor is entitled to more for its productive efforts than it had received in the past. Before it had been unable to forward this program, but when the war came, the increase in wages and the vast unionization which took place made progress possible. Before, labor had been weak and had been compelled to accept the dictates of management as the only alternative. Now, unionization has spread, membership has increased, wages have gone up, and funds in the union treasury have increased. So, naturally, the time was ripe to fight back and to establish the kind of equality labor wanted.

Miss Collier: Bill Yoder, in his book *Labor Economics and Labor Problems*, named three main causes of strikes which have taken place in relationship to the total strike picture over a number of years. The first, and perhaps most important, is the question of wages and hours. The second, that of union recognition, includes all those various factors of whether there will be a closed shop, a union shop, an open shop, of what precise nature a union contract shall be. And the third cause of strikes, according to Mr Yoder are the miscellaneous groupings in which you find the sympathy strike and the rival jurisdictional strike.

Miss Rosenberg: Those topic headings, Jean, are a pretty good summary of some of the statistical reasons for strikes which have been more or less in the background in the strike picture. However, I'd like to go back, just a minute, to something Bruce said. He pointed out that labor had gotten a great deal of power during the war and immediately after it. Is it not perhaps true that because today labor has the threat of strike, large unionization, with national unions and bargaining carried on on a nationwide scale, that labor has become a little too powerful? Perhaps labor needs a certain amount of control as has been placed on management through various acts of our national Congress in the past.

Miss Koch: I see a number of the members of our panel objecting to your last statement, Ginny. The group seems to feel that it is true that labor has gained power, but that it is not too powerful; nor does it have an overabundance in relation to that of management. However, let's continue our analysis and change our viewpoint just a little. Let's go back once again to the consumer and survey the situation with his eyes. The average consumer, who is interested mainly in his ability to get the things he wants when he wants them, is not much moved by arguments about the immaturity of labor and of management, or about their refusal to recognize their mutual need of each other. He wants action. He wants no strikes so that there can be production and goods he wants will be available. And so he says, what we need is the outlawing of all strikes in vital industries. What, then, is our answer? Will this program meet the needs we have found in the labor situation today? Will it meet the goals we have determined as essential?

Miss Collier: My answer would be an emphatic "no." The mere outlawing of strikes in vital industries, satisfactory as it may seem on the surface to the consumer, can never be a successful program, because it tries to deal with an effect—strikes—and completely ignores the causes that lead to this effect.

Mr. Baker: That's entirely true, Jean, and even further I would say that in addition to outlawing strikes, we need some program that would give both labor and management fair treatment in the solving of their grievances.

Miss Rosenberg: I suppose you're referring, Mel, to some system of labor courts?

Mr. Baker: That's right, Ginny—to a federal system of labor courts made up of three parties:one representing labor, one representing management, and the third representing the consumer, an impartial, objective member. We must have some program of this sort, if we attempt to outlaw strikes in the vital industries because we cannot hope to take all the power away from labor or from management without giving them some medium through which they get equitable redress to their grievances.

Mr. Dempsey: Now just a minute, before we propose a system of federal courts, let's look at this outlawing of strikes a little more closely. And when we do, we find that both capital and labor are very vigorously opposed to any proposal which would outlaw strikes. They feel that it would be against the best interests of the American people. And if you had in addition your system of courts, Mel, just look at the way the situation would evolve. Your panel would have absolute dictatorship over the American economy. If either side brings up a proposal or makes a request, it will have to obtain the approval of this board in order to get what it wants. Furthermore, if either side feels that it can control this panel, it will refuse to compromise because it can automatically get what it wants. If labor-management controls this board, they will be able to get anything they want in the American economy. That, naturally, will make this board the biggest political football in history. Both labor and capital will be diverting all their available resources in order to gain control of these boards. Control over the national government will mean control over your jobs, or over the business in which you work. It will mean, in short, everything. And the result will be that American society will split into two groups, those which are fighting valiantly to gain control of the government, on the behalf of labor, and those which will be fighting just as hard in behalf of capital.

Mr. Baker: Isn't it more or less split that way today, Elbert?

Mr. Dempsey: No, I wouldn't say it is split quite that way. True, there's a strong tendency toward it, but you place a premium upon control of the government and the tendency would be so intensified that it would become an actuality.

Hughes: Besides, Mel, suppose you wanted to control wages. Then the worker is going to have a pretty good cause for saying, "Well, now look ,my wages are controlled, why don't we do something about profit?" And, when you do something about profit, you've opened the door for complete state socialism. Now I ask you, is that kind of a solution worth prohibiting strikes in vital industries?

Miss Collier: You're ignoring the official concept behind any system of compulsory arbitration, Mel. You've talked a great deal about free enterprise which we must conserve in the United States. Well, one of our other essential freedoms is freedom of contract and of bargaining rights. When you as a private individual decide to sell your house, you don't go to a judge and say, "I want to sell my house to this man and will you please tell us what is a just price?" No, you have the individual right to bargain. That is essentially the right which labor and capital have today. And they are in the process of bargaining the amount of money for which labor will sell its services. The New York State Court of Appeals, in a labor case just a few months ago, stated very

Miss Rosenberg: In other words, Jean, Mel's plan of giving the power into the hands of a board to determine the wage and take away the bargaining right from both capital and labor violates the freedom of contract which we have guaranteed to the individual.

Miss Collier: That's right, Ginny.

Mr. Baker: But suppose, Jean, that in your house-buying analogy, somewhere in the past abstract of that particular property, it is discovered that the person selling the house does not have free title to it, and they come to a point of grievance and disagreement. Then, they can take the case to court for an equitable solution.

Miss Collier: I'm not speaking about the breach of a contract once it is signed, Mel. I am speaking about the bargaining in relation to that contract. You state or imply that labor does not have the full title of the services which it is selling, and, of course, it very definitely does.

Mr. Hughes: And another point, Mel. Would there be any necessity for management to bargain in any way with labor as they do, provided there were a pro-management government in office and dominating the labor courts? As Elbert pointed out, your solution has a terrific pitfall.

Miss Koch: Can we come to some agreement, then, on this plan of outlawing or prohibiting strikes in vital industries? As the discussion has evolved, we seem to have determined that the whole labor-management-consumer picture is a complex one, and that no one solution can completely prove satisfactory. We've agreed that what we need is some plan that will guarantee a higher standard of living to everyone; yet a plan that will force labor and management to realize their responsibilities to each other and to the interests of the consumer at large. Now, in analyzing the program of the outlawing of strikes in vital industries, we seem pretty well agreed that its disadvantages would outweigh its possible consumer advantages. Mel has pointed out that it would be possible only with a parallel system of compulsory arbitration courts. And, Jean and Bruce and Ginny have demonstrated how this program would become a dangerous political football and might lead even to the breakdown of the American system of free enterprise. The group has been unanimous in its condemnation of the prohibition of strikes as a solution on the grounds that it attacks only an effect, doing nothing whatsoever about the cause of the strikes.

Mr. Dempsey: We haven't said it yet, Ruth, but I think we should point out that outlawing strikes, furthermore, gives management an unfair advantage because it takes away from labor its chance to act at an opportune moment, when circumstances would work for its success. And any system of compulsory courts would tend to have the same delaying result.

Miss Rosenberg: It seems to me that the thing to realize is that there is no one solution to the turmoil in the industrial field today, and the sooner we realize it, the better everything and everyone will be. For then, and only then, we can turn our analysis to a consideration of the various causes of strikes and search for a comprehensive labor program for the United States.

Miss Koch: And that, Ginny, I would say was a summary in nutshell. This concludes, then, ladies and gentlemen, the fifteenth in a series of University Student Round Tables. Today you have heard Virginia Rosenberg, Jean Collier, Elbert Dempsey, Bruce Hughes and Mel Baker discuss the question: "Should Strikes Be Prohibited in Vital Industries?"

THE WEST POINT NATIONAL TOURNAMENT

The first invitational debate tournament of national scope was held at the West Point Military Academy, New York, this spring. The Academy prepared for a year to extend its tournament to National significance. The country was divided into districts and each district was assigned a definite number of entries and in each district a board of debate coaches was set up to choose the teams to compete at West Point. The plan worked nicely and only a few of the teams chosen were unable to attend. Out of thirty-two invited, twenty-nine appeared and competed.

Here is the account by George Dell, West Point debater:

William Scott Nobles and Gerald Sanders of the Southeastern State College of Oklahoma won the first annual West Point National Intercollegiate Debate tournament, held on May 2-4 at the United States Military Academy, losing only one decision in nine debates. They defeated George Grover and Potter Kerfoot of the University of Southern California in the final round by a 3-2 decision.

Twenty-nine colleges and universities, previously selected as the most outstanding teams in the country by regional coaches' boards, participated in this first non-organizational nation-wide tournament, in which the competition was so severe that no team remained undefeated. Army, Navy, and Vermont, which won all five preliminary rounds, were eliminated in the eighth, seventh, and sixth rounds, respectively.

The U. S. Military Academy (George Dell-John Lowry) and Notre Dame University (Frank Finn-Tim Kelley) were the eliminated semi-finalists, being defeated by Southeastern and U. S. C., respectively. Army won seven out of eight; Notre Dame, six out of eight.

The highest 16 teams out of the 29 entered were selected after five preliminary rounds, which permitted two teams that had sustained three defeats and seven that had lost two to enter the elimination rounds.

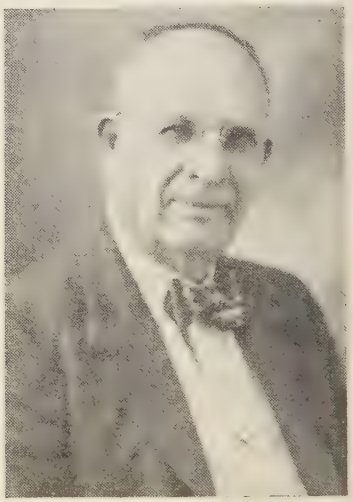
Southeastern Oklahoma State Receiving the West Point Championship Trophy.

COMPETED FIRST FIVE ROUNDS

Non-Finalists	Won	Lost
Oklahoma Baptist	2	3
Washington State	2	3
Ohio State	2	3
Wheaton	2	3
Texas Christian	2	3
Colorado	1	4
Purdue	1	4
Oregon State	1	4
Penn State	1	4
Gonzaga	1	4
Indiana Teachers	1	4
Utah	1	4
Arizona State	0	5

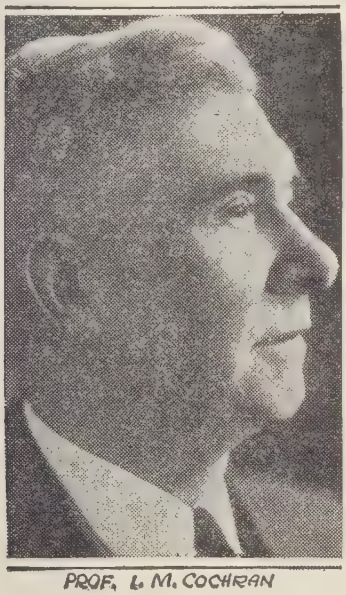
WON-LOST RECORD OF ALL SCHOOLS

Finalists:	Won	Lost	Round Eliminated	Place
Southeastern	8	1	—	1
U. S. C.	5	4	9	2
Army	7	1	8	3
Notre Dame	6	2	8	4
Navy	6	1	7	5
Louisiana	5	2	7	6
Northwestern	4	3	7	7
Mississippi	4	3	7	7
Vermont	5	1	6	9
Virginia	4	2	6	10
Augustana	3	3	6	11
Yale	3	3	6	11
Rutgers	3	3	6	11
Wake Forest	3	3	6	11
Texas	3	3	6	11
St. Thomas	2	4	6	16



TOM HOUSTON
Coach at Southeastern Oklahoma State

SPEECH PERSONALITIES



Carleton College

IT is our pleasure and privilege to introduce in this issue a typical debate and speech contest coach and professor of Speech from a typical American College, which over a period of a generation maintained one of the highest standings in forensics achieved among American colleges—we introduce Isaac Merton Cochran. He really needs no introduction to speech teachers, but to the oncoming generation an introduction is apropos.

Isaac Merton Cochran was born June 25, 1872, in Delphos, Ohio, the son of William R. Cochran and Eliza Baxter Cochran. He received his early education in the Ohio rural schools, Elida, Ohio, high school and later the Emerson College of Oratory, Boston, Mass. He received his B.A. degree from Tristate college, Angola, Ind., in 1903, B.A. from the University of Michigan in 1907 and M.A. in 1908.

On August 5, 1896, he was married to Myrtle Peters in Lima, Ohio. One son, William Kent, was born to Mr. and Mrs. Cochran. He graduated from Carleton in 1922 and married Charlotte Bierman of Northfield. They live at 19 Wall Street, Wellesley, Massachusetts.

Mr. Cochran was superintendent of schools at Spencerville, Ohio, from 1896-1901; dean of the School of Oratory and history professor, Tri-state College, Angola, Ind., from 1901-1906; graduate student and assistant in public speaking and English literature at the University of Michigan, 1907-08; instructor in English and debate, Northwestern University, Evanston, Ill., 1908-11; assistant professor in English and public speaking Carleton College, 1911, and head of the public speaking department at Carleton since 1915; summers 1909-10 professor of speech, Kansas State Teachers College, Emporia, Kans.; summer 1918 professor of speech, University of Illinois. In 1928 he traveled in Europe, and 1939-40 he traveled around the world.

From 1912 to 1926 Mr. Cochran was one of the country's most popular Chautauqua entertainers. For two seasons he played the leading role in the performance of "Grumpy" and directed the group.

During World War I he was with the Y.M.C.A. in welfare work with the A.E.F. in France and Germany as lecturer and entertainer. He considered his experiences at that time among the richest of his life.

He was one of the founders of the National Association of Teachers of Speech in 1914, and was a member of the executive committee from 1937-40. In 1928 he was representative of the National Association of Teachers of Speech at the International convention held in Vienna, Austria. He served as executive secretary of the International Oratorical association from 1928-40, and was a member of the Minnesota Teachers of Speech, American Association of University Professors and the English Speaking Union.

Mr. Cochran was an impersonator of rare ability, and in his charming manner could give tragedy as well as comedy. His work was not mere technical perfection. There was genius in it. It was not art alone; it was life.

Mr. Cochran had memorized over a million words for the purpose of entertainments and gave many Shakespearean and modern plays without notes or makeup and by intonations and actions let his audience recognize the characters.

Professor Cochran was head of the speech department and debate coach at Carleton for a period of thirty-one years. He retired at the end of the 1942 school year, and was given a retirement dinner by his students and the members of Delta Sigma Rho.

At the dinner, Mr. Cochran was presented with a bound volume of nearly a hundred letters from his former debaters and orators now living in all parts of the nation. Rex Kitts, '17, of Minneapolis, was toastmaster for the evening, and speakers representing various periods of Mr. Cochran's career were Park Dougherty, '13, Austin, Minnesota; Tracy Peycke, '18, Omaha, Nebraska; Elmer W. Peterson, '27, Minneapolis;

and William C. Schacht, '34, Rochester, Minnesota. Arthur M. Whittemore, '21, of Minneapolis presented the volume of letters and a certified check for a gift to be chosen by Mr. Cochran.

Among others present were Frank Balzer, '17, Mountain Lake; Alan Hall, '41, Cambridge, Massachusetts; Alois Kiefer, '34, and Leslie H. Morse, '13 of Mankato; Elmer R. Peterson, '14, Albert Lea; Ray J. Quinlivan, '16, St. Cloud; Irvin Rosa, '24, and Ralph Nelson, '20, Rochester; Lawrence Rossman, '14, Grand Rapids; Ellis Yale, '30, Cleveland, Ohio; and Paul Christopherson, '23, Howard Gilkinson, '23, Charles Howard, '22, Arthur McMillan, '14, John E. Mulligan, '15, Harold N. Rogers, '18, Wendell O. Rogers, '20, Philip F. Sherman, '19, all of Minneapolis. Also present was Stanley Houck, former National President of Delta Sigma Rho, who installed the Carleton chapter in 1911.

The committee for the event honoring Professor Cochran was composed of Howard Gilkinson, Charles Howard, Wendell Rogers, Philip Sherman, and Arthur Whittemore.

In the thirty-one years that Mr. Cochran was at Carleton he not only produced winning orators and debate teams to bring honor to the college year after year, but profoundly influenced the lives of scores of young men who have gone on into positions of responsibility and distinction all over the country.

While at Carleton Mr. Cochran set an outstanding record in developing some of the greatest orators and debaters in the country. He was greatly in demand as judge of debate and oratorical meets.

Mr. Cochran gave generously of his talents to Northfield, where he and Mrs. Cochran were prominently identified in college and in social, civic and church affairs. Mr. Cochran was a member of the Methodist church and had been chairman of the board of trustees since 1923.

Extracts from letters presented to Professor Cochran by his students of the Delta Sigma Rho Forensic Society on the occasion of a dinner given in his honor before he retired from the College, show the esteem in which he was held by those whom he had instructed:

"Yes, those were grand years. Carleton will greatly miss your work, Mr. Cochran, and the forensic department will hunt a long time to replace you and still longer to even meet your record."

"Professor Cochran, we have known you as an outstanding teacher, a fine gentleman, and a true friend."

"Those of us who have received training under you, learned the first principles of presence, clarity and directness at the outset."

"But I did learn how to study and how to get answers to questions. I learned a little bit about thinking on my feet and I gained a continuing respect for unflagging hard work."

"You have been a great teacher of men and you can rest assured that whenever the debaters who have represented Carleton College may gather, your name and

Turn to Page 101

DEBATE TECHNIQUES

THE DRURY PLAN OF DEBATE

Prof. Herbert Hackett
University of Redlands

The Drury Plan of debate is essentially not a plan, but an approach to the problem of discussion which varies with the question, the maturity of the debaters involved, and with the makeup of the audience. It is the intellectual descendent of the English open forum debate, with its concentration on truth rather than on reaching a decision; its parent is the Oregon plan with the use of (legal) cross-questining.

The Drury Plan developed in the early '30s as a result of depression and the experimental years which produced so many changes in the forensic field. A small faculty found it difficult to keep a properly trained debate coach, so the debaters were forced to rely more and more on the teachers of the social sciences, and thus to shift their attention from method of presentation to understanding of the subject matter.

Because of these conditions the plan tended to change from year to year, but remained essentially this:

10 minute aff.
3 minute neg. cross-questioning
10 minute neg.
3 minute aff. cross-questioning
10 minute aff.
3 minute neg. cross-questioning
10 minute neg.
3 minute aff.cross-questioning
30 minute audience and team cross-questioning
5 minute neg. summary
5 minute aff. summary.

The advantages of the plan in actual operation seemed to be these:

A. Greater audience interest because of audience participation.

B. Greater audience interest because of the competitive clash in cross-questioning.

C. Debate team taken out of the realm of intellectual exercise and made a functional instrument to inform and convince an audience.

D. Emphasis on subject matter rather than in argumentative method and syllogistic devices.

E. Greater freedom for the debater, who does not have to talk to a judge with certain prejudices, but to a representative audience.

F. Widens the range of the debate because of the wider interests of the audience. (A typical question such as government medicine might invite audience questions from a doctor, sociologist, economist, public health official, house; these might be professional people, teachers, students, townspeople.) Because of this broadening of the base the contestants cannot concentrate on a simple, tight plan, and a few rebuttal points. (Typical of debates in general were those of the recent Pi Kappa Delta Invitational Tournament at the University of Redlands, in which the variation in the affirmative cases was so slight that some of the judges concentrated only on the originality of the negative, or on the weighing of statistical evidence presented.)

G. Its occasional use tends to make the debater more adaptable to regular debate rebuttal, to discussion, extempore and impromptu speeches.

Two disadvantages to the Drury Plan will be noted:

A. The stiff cross-questioning is beyond the ability and knowledge of many debaters. Since partial or occasional success is a strong incentive, inability to face the tough cross-questioning might discourage young debaters.

B. It is not adaptable to tournament use, nor easily to any decision debate, since the audience becomes too involved to be unbiased, and the bias of the audience, as reflected in the questions, might put an unfair load on one side or the other.

On the other hand, the "toughness" of the plan finds a ready response. Visiting teams at Drury found a welcome change after the monotony of repeating the same formalized arguments over and over again. Audiences found the experience so vital that it taxed the moderator's ability to prevent a free-for-all. At times these audiences included as much as half of the student body and faculty, and a good representation of townspeople. As evening programs the debates aroused much of the enthusiasm of the old-time Chautauqua debates, and the audience went home still arguing the pros and cons of the question.

SPEECH PERSONALITIES

Continued from Page 100

your memory will be uppermost in their minds."

During Mr. Cochran's term of service Carleton had a phenomenal record in competition with other schools in debate and oratory. He had always expected hard and faithful work from his men, and there was in his personality an enthusiasm and comradeship which made them not only willing but eager to put forth their best efforts.

That Mr. Cochran has remained in the hearts of his students as they have in his, was vividly evidenced in the tribute paid to him by members of Delta Sigma Rho on the occasion of his retirement.

Professor Cachran died suddenly on January 5, 1943, from a heart attack, at Cheyenne, Wyoming, while en route to California to spend the winter months. He had been ill for some time before making the trip, but had recovered sufficiently, it was thought, to go to Los Angeles, where he might benefit from the milder climate.

Turn to Page 117

SPECIAL FEATURE DIVISION

SOUTHWESTERN LOUISIANA INSTITUTE

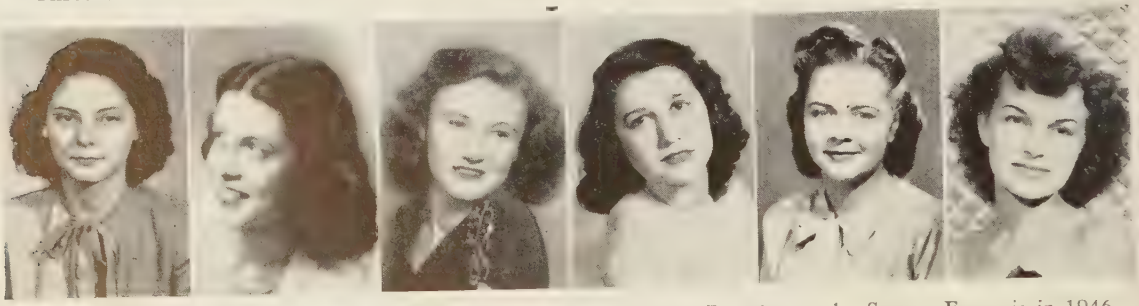
Southwestern Louisiana Institute is located at Lafayette, La., about one hundred miles out of New Orleans, traveling west. It is located in the heart of what is called the Cajun country, and the Evangeline Oak stands on the bank of a river in a neighboring town.

Like most Southern colleges, Southwest Louisiana entered debating activity late, but entered it with a great deal of enthusiasm and determination not at first apparent. The Louisiana boys made their first appearance in Pi Kappa Delta circles at the Tulsa Convention of that organization. They observed carefully and modestly what was going on, seemed almost too bashful and modest, and then went home to revolutionize forensics in their home institution.

In another place in this number their Coach, Roy D. Murphy, who joined them shortly after their first foray among the Yanks at Tulsa, describes the ensuing years at Southwestern Louisiana and what it has done in spite of war and its handicaps which halted many institutions much longer indoctrinated with forensic enthusiasm. The record of Louisiana in forensics in the last decade has been one of the most encouraging things in the forensic world, for it shows an enthusiasm once acquired can do wonders in a college where once all was indifference and neglect. The pictures presented here will show views of activities at the Lafayette College among the bayous and the moss covered trees that will be perhaps a bit enlightening to some of our Northern friends. Lafayette, where Southwestern Louisiana Institute is located, is an enterprising town, has oil wells and salt wells near it, and good fishing and duck hunting. Joseph Jefferson, the great actor, chose Louisiana and the Cajun country for his homestead, which is one of the show places of the vicinity now. The Louisianans have not done any bragging about their college or their accomplishments or their beautiful country. The editor has been there and has seen it for himself, so take it from him.

DEBATE SQUAD 1946-'47

Three teams that tied for the championship in Sr. Womans Division at The Savage Forensic 1944



Three teams that tied for the championship in the Sr. Womans Division at the Savage Forensic in 1946

S. L. I. RADIO WORKSHOP

DRAMATICS

CAMELLIA PAGEANT

SPEECH CORRECTION

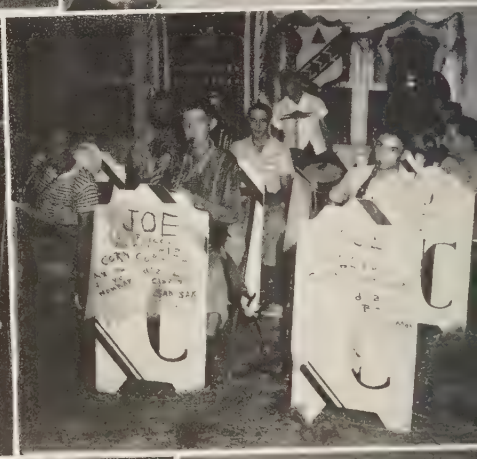
ORATORY

DEBATE

THE PRESIDENT'S HOME

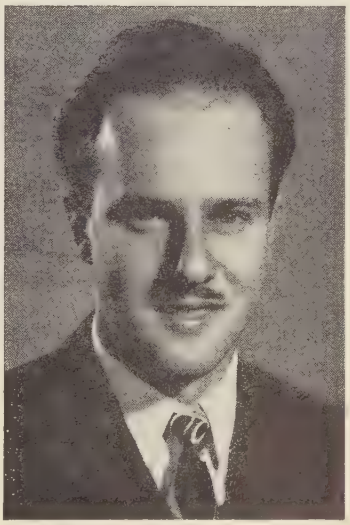
ABOVE: AZAIEAS

BELOW: S. L. I.'S CYPRESS LAKE


JOE

Outstanding Student Speakers

JOHN BAIRD, COLLEGE OF PACIFIC



John Baird entered the College of the Pacific in the summer of 1944. He had already had some college work at Modesto Junior College, and a small theological school, but had done no work in forensics since leaving high school. He decided to get his B. A. degree with a Speech Major, so he entered college forensics the next fall.

In the year of 1944-45 Baird attended two major tournaments. The first of these was the PKD invitational at Pepperdine College in Los Angeles. Here he entered oratory, extemp and debate. He ranked second in oratory, was a finalist in extemp, and failed to place in debate.

In the spring of 1945 Baird went to Moscow, Idaho, as the sole College of Pacific delegate to the Pacific Forensic League meeting. Here he captured first place in oratory, first place in extemp, and third place in after dinner speaking. The oration used throughout this year was "The Man Who Talked with the Flowers", a speech in honor of George Washington Carver.

After a period of service in the army, Baird returned to the College of the Pacific in the fall of 1946. He was barely in time to compete at the fall tournament at San Jose. Here he took first in extemp, second in oratory, and failed to place in debate. He used the oration "A Study in Contrast" on the life of William Randolph Hearst.

In the first spring tournament of 1947, held at Cal. Tech. in Pasadena, Baird teamed with Manuel Furtado in debate and ended in a tie for first place. He won first place in oratory with his speech, "The Windowpane", on the life of Frank LaForge, nationally famous voice teacher with whom Baird had studied for about six months. At this tournament, he also was a finalist in extemp.

At the Linfield tournament, a bit later, Baird failed to place in either debate or extemp, but ended in a tie for third in oratory.

The next tournament was held at the University of Redlands. Here Baird entered competitive discussion and impromptu speaking for the first time. He ranked second in the former, third in the latter. Teamed with Furtado, he ended in a tie for third in debate. He had a perfect contest in oratory, getting the rank of first from every judge who heard him through every oratory round.

In a trip across the country with the College of the Pacific's team, Baird and Furtado engaged in debates and discussions with the University of Denver and the University of Nebraska. No decision debates were held. Then the team entered competition at Bowling Green, Ohio, for the national PKD tournament.

In this tournament, Baird placed Superior in both oratory and debate, failing to rank in discussion. The College of the Pacific team received a cup for both men's and women's sweepstakes and had the highest point total of any school at the tournament.

Baird received his B. A. with a major in speech from the College of the Pacific in January, 1947. He is now continuing his study in the hope of taking a Master's degree in speech by the end of the summer sessions at the college. He then plans to teach.

The University of Arizona entertained the Pacific Forensic League on its campus April 1-3 this year. It was the 23rd annual conference of the League.

Henry Lee Ewbank, former National President of D.S.R. and Professor of Speech at the University of Wisconsin, has been chosen First Vice President of the American Association of University Professors.

The Colorado-Wyoming Intercollegiate Legislative Assembly was held for the first time since the war at Colorado A & M College, Ft. Collins, this year, Jan. 24-25.

RADIO SECTION

EDITED BY HALE AARNES
Stephens College, Missouri

The object of this department is to promote all educational interests of the radio. Contributions welcomed.

NEW MEXICO RADIO NETWORK AIRS LEGISLATIVE HEARING ON CLOSED SHOP ISSUE

By Ed Souder, Jr.

A question of lively current concern not only in New Mexico but throughout the nation, is the issue: "Should the closed shop be outlawed?" Here in New Mexico, the question was recently brought before the State legislature in Santa Fe. Lobbyists against the closed shop were seeking submission of the dynamite-laden question to a vote of all the people; those who opposed any change in the law did not want the matter to appear on any such referendum.

That public interest in the debate was a real thing was evidenced on many sides: in newspaper editorials, letters-to-the-editor, feature stories, forum broadcasts, and so on. Therefore, when it came time for the debate to be brought before the State legislature, KTRC, the Santa Fe outlet for the ZIA network, took steps to air the debate. At the same time KTRC offered the program to the remainder of the ZIA group, including KOAT in Albuquerque, KGAK in Gallup, and KFUN in Las Vegas (N. M.)

As a first step in lining up the broadcast, we approached Mr. Verne Payne, speaker of the House of Repreesentatives, where the combined House and Senate were to hear the debate. Mr. Payne, who personally supports the viewpoint that the closed shop should be banned, did not need to be convinced of the reality of public interest in the issue. We pointed out to him some of radio's specific problems, problems such as the need for starting the debate exactly on the hour, and, if possible, limiting the arguments to the time we had available. Mr. Payne was most cooperative, setting up House business so that the debate on the closed-shop issue would coincide with our scheduled broadcast.

As a next step, the leaders of both sides of the debate were contacted. Leading the fight against the closed shop was the potash industry of New Mexico. It was our original hope that the program could be run in a similar manner to "America's Town Meeting." That is, each side would present two, at the most, three, witnesses, each witness speaking not over five minutes. Following the prepared statements of the witnesses, the debate would be thrown open for rebuttal, ad-lib cross-questioning and questions from the House floor. We feel that this would have made for the ideal handling of a broadcast of this type.

In this direction, unfortunately, the shortness of time we had for the preparation of the program, plus difficulties in getting all parties concerned around a table to set up the format, made the above-described plan unworkable. The broadcast that resulted was a parade of witnesses on both sides, without time for the cross-questioning and rebuttals for which we had hoped.

To make a full hour available for the program, we cancelled the Kenny Baker show, a local broadcast of womens' news, and the daily quarter hour of the Santa Fe Ministerial Alliance. This made 10:00 to 11:00 AM available. Promotion-wise, we broadcast some twenty courtesy announcements over the station during the day preceding, and the day of, the broadcast. Santa Fe's only daily newspaper, the "New Mexican," carried prominent notices of the broadcas, both in radio schedules and in a feature story.

The engineering of the broadcast was in charge of KTCR's engineering supervisor, Mr. Milton Woodward. Microphones were set up on the speaker's stand and just below it. Two mikes were placed on the floor of the House for the use of the witnesses and for questioning, in the event that time made the latter possible. In order that my introductory and closing functions might be as unobtrusive as possible, a desk and a mike were set up for me over on the far left of the room.

Leading off the broadcast was a lawyer representing the potash industry. He spoke for twenty minutes, hitting chiefly at what he called the "un-American" nature of an employment system whereby a worker is com-

pelled to join a union or "see his family starve." Following this talk, unioneers presented four five-minute witnesses on the other side of the argument. The chief point made by this side was that the open shop meant a return to cut-throat labor competition. At the end of the hour, there was just enough time for a brief rebuttal by the lawyer championing the open shop.

After a broadcast of this type, it is always a source of pleasure to look back and note that there were no serious "hitches" or "fluffs." Legislators and witnesses cooperated well in the matter of refraining from the use of language not considered "fit for broadcast." Pick-ups on all speakers were excellent. The relative strength of the applause for the various speakers proved a first-rate barometer on how the legislature would vote. (That evening they voted 35 to 13 to submit the closed shop issue to a public referendum.) The witnesses spoke with plenty of drama and fire, a fact attributable to the importance of the issue to both sides. The airing had its laughs, too, especially when Speaker Payne used his gavel to silence witnesses over-running their time by pounding them on the back!

Reaction to the broadcast was both immediate and favorable. One lady, who called the station after the program, called it "one of the finest broadcasts I've ever heard," expressing the wish that such programs could be aired more often. Merle H. Tucker, manager of KOAT in Albuquerque, and Mr. Stan Brown, manager of GKAK, Gallup, reported similar reactions to the debate.

Were we to have a program of this type to do over again, there are several phases that we might handle differently, particularly the format. We feel a livelier program would have resulted had more time been allowed for ad-lib questions and rebuttals and less for formal prepared statements. But, judging by public reaction to this first experiment in broadcasting legislative debate to a statewide audience, we feel the results justify what small expenditure of funds and energies we put forth to make the program possible.

For the editor's information, the writer—Ed Souder, Jr.,—was wartime correspondent for China-Burma-India and the Southeast Asia command for the American Broadcasting Company and the London Daily Telegraph. Reared in the Orient, Souder attended and graduated from Harvard before joining the Guest Relations staff at NBC, New York. Subsequent radio experience came in jobs in announcing, production and writing with WJHP, Jacksonville, Florida, KFRE, Fresno, California, and in the ABC newsroom in Hollywood.

Remarks for the Good of the Order

VOICE AS A FACTOR IN FORENSICS

By E. C. Buehler

University of Kansas

In my college days, the college orator or debater was particularly conscious of his voice and diction. Coaches of oratory constantly stressed the importance of a good speaking voice, and on the typical judge's score card "voice" was listed high at the top Today we hear little about the contestant's voice. We have gone overboard for content, communication skills, and personality projection. The kind of vocal expression we find today in some of our tournament debating is not conducive to good communication. Our prize speakers on the forensic platform in many instances violate the sound techniques in the art of oral communication. I recall judging a debate in a small room where the debaters roared, bellowed, and shouted in a most nerve-racking manner. There was little communication, mostly noise. This experience isn't unusual—it is commonplace. The rapid fire speech, with syllables spurting from the mouth giving a cluttered, blurred diction, is commonplace in the debate tournament. The abuses in voice and diction are even greater among high school debaters. Who is to blame for these bad voice habits on the platform? The answer is obvious. Nine times out of ten, the blame should fall on the coach or the speech teacher in charge.

The importance of good vocal expression in all of our forensic activities is generally overlooked in these modern times. Yet with the development of the radio and loud speaking devices, the voice factor is more important today than it has ever been.

History is filled with examples which illustrate the magic power of the human voice. It is said that Socrates, who lived among people who worshipped beauty, was so ugly that when he walked down the street the babies cried and the horses ran away; but when he opened his mouth to speak, he had a voice-formed personality which enchanted his listeners.

William Jennings Bryan, largely through the magic power of his voice, was three times a candidate for the presidency of the United States. He had a beautiful, full, round, orotund voice. Although Bryan never reached the White House, the evidence is overwhelming that wherever he spoke he won voters from the Republican ranks. We forget that Bryan would have to speak for forty years, seven days and a week, and to packed houses before he could reach as many listeners as the late Franklin Roosevelt was able to reach in forty minutes by the use of the radio. It was the late President Roosevelt who, by the example of his fireside speeches,

Continued on Page 117

DEBATE ARCHIVES

Incidental accounts and discoveries about the gentle and academic art of disputation and debate in the ivy covered colleges and academies of our progenitors.

Edited by DAVID POTTER
of the Department of Speech of Rutgers University

CHARLOTTE HALL MARKS 150th ANNIVERSARY OF DEBATING SOCIETY

By A. A. HOEHLING

Washington Star Staff Correspondence

CHARLOTTE HALL, Md., Feb. 19.—One of the oldest debating societies in the nation celebrated its 150th anniversary here Saturday with—a debate.

To the broad lawns and old colonial buildings of Charlotte Hall Military Academy came some 150 alumni of the institution's Washington and Stonewall Literary Society to renew friendships and match wits.

After ceremonies which began with a dinner and initiation of 17 members of the student body into the society, the group thrashed out anew the topic which was first argued by the society in 1843:

"Resolved, That doctors are of more advantage to the public than lawyers."

Alumni who took part in the debate were: on the affirmative, Dr. Fred B. Smith, '15, of Baltimore, and Dr. Wheeler O. Huff, '90, Bethesda; on the negative, V. Calvin Trice, '02, Cambridge, Md., and John D. Nock, '02, Cheraw, S. C.

Judges Named

Judges were: Trial Magistrate Donald A. DeLashmutt, of Montgomery County, '03, and Judge Walter J. Mitchell, '89, of La Plata.

This controversial topic is closely in keeping with the standards set by the society in past debates. In the yellowed pages of the group's minutes can be found such subjects argued by men of a bygone era as:

"What is more detestable, a tyrant or a coward?"

"Should Troy have been destroyed?"

"Whether or not the conversation of ladies is of any real advantage to a literary gentleman?"

"Ought a parent to choose a profession for his child or leave him to choose one for himself?"

Other Notes Interesting

In other parts of equally musty minutes such notations as these have been recorded:

"Mr. Gardner was fined 25 cents for swearing."

"Resolved, That if two-thirds of the members present of this society consider the president does not keep proper order and decorum while sitting in the chair he shall be fined 11 shillings, 4 pence."

Names of families still synonymous with Southern Maryland can be found on old rosters of the society, including Bowie, Calvert, Crain, Carrico, Tarlton, Fitzhugh and Briscoe.

Admiral Raphael Semmes, skipper of the famed Confederate raider, Alabama, debated in this society, as did Thomas Jenifer, who as a member of Congress used to entertain Patrick Henry at his mansion at Wicomico, Charles County, and also served at one time as minister to Austria.

Less thorough, however, were the society's scribes of yesteryear in recording the passing scenes of history.

During the War of 1812 some of the student body of the academy, which was chartered in 1774, left to engage the British at Washington. During that period minutes of the meetings indicated enough students were left behind to hold the society's regular meetings.

But not a word of the war or the burning of Washington was recorded.

Student president of the honorary society is James J. Schnitzer of 4736 North Twenty-fourth road, Arlington.

He says there are about 600 alumni of the society living, and 18 active members of the student body. Old-

est alumnus is Albert Young, class of '68, who is living in California. He is nearly 100 years old.

The fact that the student body numbers only 164 youths indicates the selective basis on which the society is managed, according to M. D. Burgee, principal of the academy. They are selected both by club members and by the faculty of the institution largely with regard to scholarship.

The club's home is the Old White House, built in 1803, most venerable structure on the campus. Confederate troops were quartered there for a time during the Civil War.

It was during that war that the Stonewall Society was formed, the original literary and debating organization having been known as the Washington Society. The former was named in honor of Stonewall Jackson. In 1871 the two societies were combined into the present group.

EARLY DEBATING IN THE MID-WEST

In previous issues of this magazine we recorded the first four intercollegiate debates in the United States as determined by the research of David Potter and published in his *Debating in the Colonial Chartered Colleges*. They were:

1. Rutgers vs. New York University, May 6, 1881, at New Brunswick. *Decision*: Rutgers.
2. Rutgers vs. New York University, March 18, 1887, at New Brunswick. *Decision*: New York University.
3. Yale vs. Harvard, January 14, 1892, at Cambridge. *Decision*: None.
4. Yale vs. Harvard, March 25, 1892, at New Haven. *Decision*: None.

Beyond this point it has been difficult to go. Potter records the following debate:

> Princeton vs. Yale, March 15, 1893, at Princeton. *Decision*: None.

but intercollegiate debate in the mid-west began under the direction of Professor Thomas C. Trueblood of the University of Michigan about the same time, and the first Michigan-Wisconsin debate may have preceded the Princeton-Yale debate. An inquiry to Professor Trueblood did not settle the point, but his reply does give us considerable information about the early debating of the mid-West. His letter follows:

> In 1893 by invitation from here the first mid-West debate occurred between Michigan and Wisconsin. And debates occurred regularly thereafter. Then also from here was organized and held the first Central League debate. This, first, consisted of four universities, Michigan, Minnesota, Chicago,, and Northwestern. This required a semi-final and a final, so was reorganized into the triangular Central Debating League, omitting Minnesota (distance a factor). In 1915, also frem here, was organized the Mid-West Debating League, also triangular with Michigan, Wisconsin,, and Illinois. In 1922, also from here, was organized the Michigan-Ohio-Indiana League for women debaters.
>
> We also had four debates with the University of Pennsylvania, two here and two in Philadelphia, winning three of them. In 1925, Michigan sent a team to England for six debates.
>
> The Northern Oratorical League was organized here in 1890. When, in 1901, Governor Frank O. Lowden of Illinois was here to give a public address I approached him to endow this league, and succeeded in getting him to give $3,500 in good stocks for that purpose. It was placed in hands of the Regents of the University of Iowa, of which he was a graduate, for testimonials of $100 and $50 for the first and second honors of the league each year.
>
> With a little time I could work out the decisions all the way through from 1893 to my retirement in 1926. This is a brief summary: total number of debates 104, debates won 64, debates lost 35, judgeless debates 5. In the Central League Michigan won the first twelve debates in succession . . . .
>
> Very sincerely,
> THOMAS C. TRUEBLOOD,
> Professor Emeritus of Speech
> University of Michigan

We want to thank Professor Trueblood for this record of early debating in the mid-West.

We believe it also worth recording that high schools began debating each other about the same time. Potter reports that the Boston Latin School, the Cambridge Latin School, Newton High School, and Dorchester High School were participating in interscholastic debates as early as 1887.

—G. M. M.

LAST MINUTE NEWS

Prof. R. D. Mahaffey, West Coast Debate and Contest Coordinator, who is teaching in the University of Florida Summer Session, is beginning to plan for the program of debate tournaments and contests on the Pacific Coast this coming season. The Western Association will probably not meet until the Christmas vacation, when it will convene with the National at Salt Lake City. The proposal for a Tournament at Salt Lake City for Dec. 26 and 27 has been unfavorably criticised, so it is now proposed to hold two tournaments about Dec. 1st—one in Southern California and one in the North. Another suggestion is under consideration—that a Congress of Students, a Disarmament Conference, or a Re-Organization Constitutional Convention of the United Nations, be held simultaneously with the Teachers Association meetings for the students. This gets around the date difficulty of a preliminary tournament and does not take the teachers away from convention sessions, yet it still furnishes a student meeting and enables many coaches to attend the National Meeting who might not otherwise be able to get there.

College Handbook Division

Edited by EGBERT RAY NICHOLS

NATIONAL INTERCOLLEGIATE QUESTION:

FEDERAL WORLD GOVERNMENT

WHAT TO DEBATE OR NOT TO DEBATE

THE time has come now the debate season is end--ing to look forward to the next debate season and the choosing of the new subject. The time has come for the "Question Committee 'to begin operation and for suggestions to flow toward the committee from all directions.

That we may relieve our minds also, we hasten to make suggestions. Not that our suggestions will influence anyone, or persuade the committee entrusted with the choice of a debate proposition (or three debate propositions to be submitted to a vote, to be exact), but just to relieve our minds, as we said in the beginning.

Shall we or shall we not return to an international question next year? That can perhaps best be answered by looking at what possibilities lie in the field.

First, there is the one the high school session at the National Convention selected—Changing the form of the government of the United Nations to a federal form. Popular as this might be in the United States, since we are fairly blind to the weaknesses in our own form of government, it is an impossibility, and the cabinet-parliamentary form is obviously the choice of most countries outside of our own circle, so that really there is a good fight over this proposition—quite an academic one at least.

Second, however, there is something else in the field of international relations vastly more important than the form of a government that has no power, and is not likely to have any until nationalism is overcome. What is that, Why armaments and the atomic bomb, etc. How can we phrase this all imortant interest into a debate subject? Suppose we try a simple one: *Resolved, that the nations should agree to disarm.* Brief, isn't it? Succinct, isn't it? Not hard to define--somewhat obvious—easily agreed upon. Can it be discussed without settling the atomic bomb's status, the rocket, the radio active particle, the disease germ, radio controlled missiles, etc. and so forth? Absolutely not. They are pertinent; they are the heart of it. Moreover, thinking and arguing about it will educate us, and men are trying to raise millions for that purpose to arouse us, educate us—witness the Emergency Committee of Atomic Scientists headed by Albert Einstein. Is there plenty of material on this subject—well there is more than most debaters can read if they begin now and keep it up night and day till the season is over.

Well, does it make a good debate practically? Is it two-sided? The answer is "yes." In 1930 we debated disarmament, and it was an admirable discussion. It should be better than ever now, for the conditions have changed and developed, the international set up has shifted, the importance of permanent peace is paramount —we are living in an atomic age. And we'd like to continue living! Can you figure out anything more vital than this issue of armament, of control of atomic energy?

Does it imply a plan? Most likely. To get the nations to agree there must be something fundamental and reasonable proposed, for they cannot agree without a plan of action whose end is disarmament. Yet, the affirmative may take a chance on just "disarmament"—gloriously virtuous and indefinite. ,

Is there a negative? Yes, indeed. How, for instance, will disarmament insure security? Isn't the industrial nation at an advantage in case of war and a race to rearm? Do armaments cause wars? or is it human and national cussedness that causes wars? If armament does not cause wars, how can it "uncause" them? Men will fight with their fists—if there are no arms. But we needn't go on, of course there is a negative—there always is in a case of policy.

Ready for a vote—All in favor say——

You arose to make a motion to refer it to the committee—the ayes have it.

What About a Domestic Question?

Well, the most significant ones probably deal with labor and management, and we have just discussed that issue. There are new phases to it. Certainly.

There is the closed shop, for instance. Old, but eternally new, and a savage fight, too.

Then there is industry-wide bargaining. It's too dangerous if it fails. We can't stand industry-wide, paralyzing strikes.

There is compulsory arbitration—another old standby. Also chosen for the high school vote.

Then if Congress doesn't do something—or if the President vetoes and nothing is passed—there is Resolved, that Congress should revise federal labor legislation in order to control strikes and industrial disputes. The Westcoast proved that this was a whale of a question last fall, and it most certainly was superior to the national statement.

But labor isn't the only subject, and most of us are a bit "fed up" on it. A subject that rang the bell several years ago and turned out to be one of the best we ever had, was on the Supreme Court. How about debating shortening the terms of Supreme Court Justices to ten years, with privilege of re-election? Not as dull as you might think it is, frosh. It will teach you more about your own government than you will ever learn any other way. The time we debated re-enacting laws declared unconstitutional, boy, what a subject it developed into!!! It was four star, to say the least.

Then there is that perennial old standby—Limiting the President to two four year terms. Already that amendment has passed eleven or more of the 36 necessary states, and Congress just recently tossed it out on its six year itinerary.

Don't like any of these? Well, how about the National Debt? How about tax reduction? How about increasing social security? How about federal aid to education? How about outlawing communism?

Well, strange to say, there doesn't seem to be any dearth of debatable propositions, and we didn't say anything about statehood for Hawaii either.

EDITORIAL *and* COMMENTS

TOWARD UNITY

Two great universities, which will go unnamed, are located about a mile from each other. They both have debating organizations of better-than-average strength. They provide fairly extensive programs, including trips and tournaments. Yet, although the two schools are natural rivals in other fields, they debate each other only on rare occasions. They seem held apart only by vague intangible: Years ago one of the schools joined a certain forensic honor society and the other did not. Today each school has its own sphere, its own circle of friends. As far as these two schools are concerned, the spheres seldom overlap.

To me, this just doesn't make sense. The honor societies were founded to stimulate debate, not to keep schools apart.

For many years the high schools and colleges of this country have lacked a clearcut, unified system of debate competition. The college program is divided between:

1. Delta Sigma Rho
2. Pi Kappa Delta
3. Tau Kappa Alpha
4. Schools belonging to no organization at all, but hold their own tournaments and individual debates.

The junior college program is divided between:

1. Phi Rho Pi
2. Schools which belong to no organization at all.

The high school program is divided between:

1. National Forensic League
2. National University Extension Association
3. Schools which belong to no organization at all, but take part in local tournaments and individual debates not connected with the above groups.

It is becoming increasingly evident that closer ties between the various groups are desirable. Certain steps have been taken in this direction, including (1) the establishment of a truly national college and high school topic on an annual basis, (2) the founding of the *Debater's Magazine* for communication between coaches, teachers, and debaters throughout the nation, regardless of group membership or lack of it, and (3) the establishment this year of the first truly national intercollegiate debate tournament by the West Point Debating Society.

For many years the closest approach to a national college topic was the one chosen by Pi Kappa Delta for its own use. Other colleges made such extensive use of the topic that they asked for a voice in its selection, to which Pi Kappa Delta, recognizing the advantages of a national topic, agreed. The high school topic is also chosen on a national basis. While it is true that the college topic has not always been of the highest calibre possible, the difficulties of choosing a topic are enormous. If the high school topic seems to have met a higher standard than the college topic, it can be pointed out that the procedure for choosing the high school topic is different, and the college committee might consider the value of that procedure instead of the present one. The important point, however, is that both the high school

and the college topics are now chosen on a national basis.

The activity of the West Point Debating Society in sponsoring the first national intercollegiate debate tournament this year is of substantial value. Membership, or lack of membership in an honor society has nothing to do with the selection of the teams chosen to represent their section of the country. Pi Kappa Delta teams, Delta Sigma Rho teams, Tau Kappa Alpha teams and unaffiliated teams all meet on an equal footing with ability in debate as the only criterion for success. Of course, organizations which have provided their members with a number of tournaments throughout the year in which to obtain experience are likely to find their members higher on the ladder than those with less experience and skill. This is as it should be; over a period of years the tournament should be of real importance in the encouragement of good debating.

One may question whether this trend toward national unity will be carried to the point of merger between honor societies. Certainly there are no important negotiations of this kind under way at the present time. Except for a casual mention from time to time that merger probably will never take place; there is very little talk about it. Yet the ever decreasing size of the country in terms of time required for transportation and communication is binding us together in a way that makes narrow sectionalism and historical grouping seem more and more ridiculous. The field is becoming more closcely knit, and we must adjust ourselves to the changing times.—G.M.M.

REMARKS AND PROJECTS

If one were to reply seriously to Mr. Musgrave's editorial, it would be perhaps to say: There is unity in variety, and it is a kind of unity that is desirable.

It isn't a merger of societies that we need most. It is intelligent and friendly cooperation, it is unity of endeavor, it is enough good-will to join in projects together and carry them out together.

It is unity in an endeavor to advance the field upon which we have all predicated our organizations.

The friendly way in which the organizations meet in a tournament, for instance, is one of the best arguments for tournaments. Membership in one society or the other makes no difference—or are differences easily forgotten.

The post-war period is likely in the next few years to bring us changes—is bringing us changes. For instance, as Mr. Musgrave points out, the West Point Tournament is here. The Debater's Magazine has been projected to meet the new day. There have been other attempts to found National Meets or Tournaments. Undoubtedly there will be growth. Maybe some of the old stand-by tournaments will die, others will expand and become almost national in scope. That is all very well, and will doubtless remove much of the sectionalism and narrow viewpoints we have all entertained.

There is one thing the writer would like to suggest, and that is that the honor societies appoint delegates to meet at Salt Lake City next December, to discuss what might be done to cooperate in a National inter-honorary society meet on the years when we do not have National Conventions of our own orders. This year Pi Kappa Delta, Delta Sigma Rho, and Tau Kappa Alpha, all held National conclaves. Why could we all not join next year in a National Tournament?

We could select teams and contestants in province, sectional or regional meets near the end of the season and then have a final big meet of these superior teams and contestants at some centrally located point. We need not choose champions. We could classify teams and contestants into superior, excellent, good, and fair. It would have a great influence in re-establishing debate, oratory, extempore speaking, and would develop discussion, which is struggling to find itself. The Debater's Magazine will open its columns to discussion of this idea or plan. Let us know what you think.

E. R. N.

FINANCES

If there is an important thing in the post-war era which we must all face as we plan our schedules and our new projects, and our trips to faraway tournaments and conventions, it is—finances—the wherewithal to carry on.

Perhaps, having ended a season flat broke with a desirable trip to West Point's National Tournament beyond our possibilities—we are naturally sensitive to this financial discussion. However, we spent a lot of money on our program this year and should be satisfied—especially when we see how little some other colleges had given them to carry on with in comparison with what we had.

Turning the pages of an old number of Pi Kappa Delta's *Forensic* last Sunday afternoon, I came across the statement bluntly and frankly expressed by a very earnest and capable Middle West Debate Coach: "Every college should have at least $500 a season for its debating activities."

And here we are crying for $2,000, and not quite comforted with an allotment of $1,540. Shame on us! Perhaps what we need is a wiser expenditure of our funds and more eagerness on our squad to serve than to expend.

Shall we not shut off on the fellow-travelers and make the money go farther on the students really in earnest, or shall we try by liberality to inject the virus —love of contest speaking into the larger group composed at least of some who will learn much by trying?

The above is the contemplation of the average coach, whether he gets $500 a season or $3,000.

There is one thing desirable and that is that we unite to help the unfortunate college, which must run a season on $200, get more money. We all thrive on competition, and when we go to a tournament we want to meet a lot of competitors—the stronger the better—we want everybody there. E. R. N.

Debate is a sport where a small college has a chance—if it has sufficient funds and proper support. The college that does not support its debaters and contest speakers is not doing its duty by our future legislatures and by Congress. College speakers naturally become leaders in community, social, political, and religious life. They should have every chance to sharpen their wits and speaking abilities against the country's best. And these gather in the tournaments—and later in legislative halls.

Also they will take the lead in our international thinking. E. R. N.

RENEWALS

May we ask that upon receipt of notice that your subscription is expired that you let us know whether you are renewing or canceling. It will make it much better for us if you will do this promptly. This does not mean that a remittance is required with renewal, although of course it will be greatly appreciated. We shall also welcome your comments, news notes, suggestions, etc. We like to know how we are doing in your opinion. Yes, we are just that human. Besides we don't know what pleases and displeases you, unless you tell us.

WE ARE LATE

We are late this issue and apologize for it. There was no way to help it. The fact that we are late however, has enabled us to bring up some things that an earlier edition could not have carried. For instance, the announcement of the choice of "World Federal Government" as the college subject for next season. And today's significant news for instance, the move in Congress to get President Truman to call a Re-organization Convention of the United Nations.

THE BOWLING GREEN CONTEST

On page 84 we tried an experiment. We hope it will interest you. It is the publication of recordings of one of the final extempore speaking sections at the Pi Kappa Delta National Convention. The speeches are pretty much in the raw as they were recorded as given in the contest. None of the speakers has had a chance to polish up his speech. .The fact that the discs were a size too small has spoiled the conclusion of the first six speeches, and the beginning of the seventh was injured by recording trouble. However, a fair idea of the contest can be obtained. It should be helpful to the speakers in warning about careless English, and should be a warning to future speakers about the importance of clear English and clear thinking and organization. Debaters especially should heed the warning, for recorded debate speeches are sometimes almost unintelligible.

One of the smartest and canniest things our rich industrialists and capitalists could do, who want to preserve the American way—is to begin to take an interest in college debating and contest speakers. Supplement the funds they will train on, furnish the prizes they will compete for, endow the activities. It is a good way to safeguard the future of democracy; give a sane, American training to the future leaders of our land.

There is nothing in the world like high school and college debating to rationalize young extremists, curb radicalism, and land brilliant wit on sound foundations.

If I were running for office, I would get college debaters to take the platform for me. They can handle the most rabid political spell-binders, and what is more they can talk them down to earth and plain, honest to goodness facts. Many a politician has found this out to his own discomfort.

Unless you know your stuff, don't invite a group of college debaters to heckle you.

SPEECH PERSONALITIES

Continued from page 101

The editor of this magazine desires to add one comment or tribute to finish this fine article about Prof. Cochran from Carleton College.

It is this: That as a young debate coach, beginning his career, he learned more about his job by putting his teams against Prof. Cochran's teams than from any other one source, and has been grateful for a teaching lifetime.

VOICE IS A FACTOR IN FORENSICS

Continued from page 111

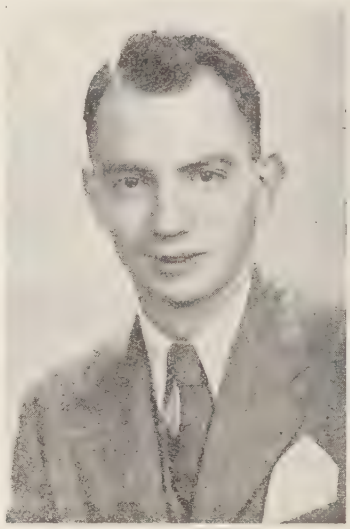
made the American people realize that there was magic power in the human vaice. President Roosevelt perhaps did more to make the American people voice conscious than a thousand debate coaches.

Hitler, perhaps more than any other human being in all history, revealed the magic power of the human voice over his immediate listeners. Long before Hitler had gained political strength in Germany he realized the importance of the human voice. While he was still barn storming in his circus tent, he called his lieutenants together one night following a fiery political rally and dramatically announced to them, "Gentlemen, I have magic power in my voice. I have power of oratory." His associates agreed, and they said, "From now on, Adolph, you do the talking. We'll do the organizing." It is interesting to contemplate what course History might have followed if Hitler's vocal cords, no bigger than a dime, had been paralyzed for two or three years before the days of Munich.

Tomorrow will be the day of the radio and public address systems. Tomorrow will give us many more exhibits of the magic power of the human voice. There will be voices of men who will outdo Roosevelt and Hitler. The voice as a greater weapon of influence and power is here to stay. Here is something for our student speakers to think about.

TECHNICALLY SPEAKING

Question Box or Department of
Technical Information
GEORGE McCOY MUSGRAVE, Editor



HERE ARE THE ANSWERS:

Not long ago I was asked to arrange a debate between various members of a church group group here in Des Moines. None of the participants had ever taken part in debate before; in fact, none of them had ever heard a debate. The questions they asked, before the event finally took place, were enough to leave one weak. I naturally supplied them with as much printed material as possible, but they still asked many questions, some of which provide a good deal of meat for this month's column:

1. "As chairman, just what am I supposed to do?"—A.A.H.

The duties of the chairman vary widely, depending not only on local customs and size of the audience, but also on the individual selected for the job. It is customary, if there is to be an audience, for the chairman to be someone older than the debaters, someone who can be depended upon to exercise judicial restraint, someone who can establish and maintain an atmosphere of dignity and impartiality. The high school principal, the church minister, or the college professor may be the proper choice. For larger affairs, the college president, a United States Representative or Senator, or a high-ranking officer sometimes serves. Where the audience is limited to the participants and perhaps one or two others, an advanced student often serves as chairman. In the debate mentioned above, a local federal judge presided.

His introductory remarks consisted of a reading of the exact wording of the topic for debate, some remarks (strictly neutral, of course) on the significance of the topic, an announcement of the debate procedure to be followed (the Oregon plan) and the names af the four speakers.

He then introduced each speaker in turn, giving the name of the speaker and his function ("Miss Stock will now have the privilege of questioning Mr. Mariott for five minutes.").

The chairman had been informed in advance that in the event of dispute over procedure, he could either settle the dispute himself or obtain a ruling from the judge. In this particular debate, had any such dispute arisen, he probably would have preferred the latter since the judge was better informed on debate procedure than the chairman. However, since unfortunately there are still debates in which the judge knows less about debating that the chairman, the latter is allowed to either settle the matter personally or refer it to the judge for ruling, as he prefers.

After the last rebuttal, the chairman filled in a moment or two with a humorous story related to the topic, giving the judge time to get his notes together. He then introduced the judge, who gave his decision and the reasons for it. The chairman then announced the debate concluded and turned the meeting over to the president of the sponsoring organization.

This, I think, is fairly typical of the chairman's function in a debate.

2. What do you mean by "rebuttal"? And what is the distinction between "rebuttal" and "refutation"?—K.L.

The first distinction to be made clear is that between *constructive* speeches and *rebuttal* speeches. The former precede the latter in debate, and contain all of the new constructive arguments. Rebuttal speeches may not contain new constructive arguments, which, in general limits such speeches to (1) destruction of the arguments

of the opposing team, (2) reestablishment of the team's own arguments, and (3) summary.

The next distinction is that between the *rebuttal speech* and the *process of rebuttal*. Obviously the former is a speech and the latter is a process. The rebuttal speech has already been distinguished from the constructive speech. The process of rebuttal may take place either in the constructive speeches or in the rebuttal speeches or both. Essentially, it is the process of tearing down the case of the opposing team in order to strengthen the team's own case.

Finally comes the distinction between *rebuttal* and *refutation*. Authors differentiate in different ways. Nichols and Baccus (*"Modern Debating"* W. W. Norton, New York, 1936, p260) say:

> Refutation is the process of answering argument or of disproving it by destroying the value and significance of proof. Rebuttal is the process of refutation plus the reinforcement or reestablishing of argument with additional support or constructive proof.

while Crocker (*"Argumentation and Debate"*, American Book Company, New York, 1944, p164) says:

> The distinction between refutation and rebuttal is that of attack and defense. We refute when we deny and we justify when we rebut.

Now of course each author has the right to define as he chooses the words he employs, so long as he makes clear those definitions. As an example, the author of a text on some subject involving mathematics can chase his symbols at random. It is more convenient for the reader if he chooses the commonly-accepted symbols or definitions, but where opinion has not been crystallized, this cannot be done.

It seems to me that the easiest way to avoid confusion all around is to use "rebuttal" when referring to the *period* in debate and "refutation" when speaking of the *process*. I realize that this is heresy, but I do think it is the most common usage and is not likely to cause any great difficulty.

3. When it is my turn to ask questions in an Oregon debate, am I allowed to question either member of the other team?—J. M.

No, in the usual Oregon debate the speaking order is such that each debater is questioned as soon as he finishes his constructive speech. Thus each questioner examines a single individual. When acting as the witness, the debater is not allowed to consult his colleague.

4. In our church organization we are not able to arrange practice debates before a regular debate. Are they essential, or is there some substitute?—K. L.

Practice debates are certainly valuable training, and one should exhaust every possibility before concluding that they cannot be arranged. However, it does happen sometimes that small groups—say church organizations or clubs—desire to have a debate among the members; and sometimes such groups do not have enough dependable and active members who would be willing to devote the time and energy necessary to act as adversary in practice work before the event itself.

Under these circumstances, some sort of substitute practice must be devised, especially if the participants are not persons with considerable experience in debate. The members of a team, having worked out the tentative case, can practice giving their constructive speeches aloud in front of each other. They can discuss possible arguments that the opposition may introduce and practice refuting these aloud, still in the presence of the other member of the team. When they feel they have exhausted the possibilities for this sort of practice, they can divide into two one-man teams, going through the entire debate (both constructive speeches and both rebuttals on each side). This may be a little difficult at first, but it should be a valuable experience. Then they can trade sides, and do the same thing over again. Such one-man debating will not only give the speakers confidence and poise, if they keep at it long enough, but it probably will indicate a number of lines of reasoning that were insufficiently explored before.

This procedure is only a substitute. The best practice is actual debate against teams whose arguments and cases are not known in advance.

5. I've never debated before. How do I go about organizing the case?—M. S.

You used the right term when you said "organizing the case", because the problem is that of organizing the team's case, not just the individual debater's speech.

Any method of organization that supports the conclusion, "Therefore this plan should (or should not) be adopted," is correct and logical. The case can be organized in many ways. Personally, I like simplicity—a case that is clear and easy for anyone of sub normal intelligence to understand.

Look at it this way: Every proposed plan of action, in debate or in Congress or in your own home, should be adopted if its *good* effects outweigh its *bad* effects. If the plan brings about some benefits without *any* ill effects, it must be a good plan worthy of immediate adoption. If, on the other hand, it doesn't bring *any* benefits, then the plan is worthless and should be shoved into the handiest receptacle for waste paper.

Your debate case can be organized in the same way. On the affirmative, simply list and demonstrate three or four benefits or advantages that will be brought about by your plan. On the negative list and demonstrate three or four defects or disadvantages in the plan. On both affirmative and negative be sure to show the *importance* and the *mechanism* for each point. These can be listed as sub-points under each advantage or disadvantage. That's all there is to it.

PI KAPPA DELTA NOTES

Dr. Roy C. McCall has been appointed head of the newly created department of Speech at the University of Oregon. His successor at the College of the Pacific, Stockton, Calif., has not yet been determined.

ORATORY SECTION

EVAN E. ANDERSON, Editor

Top Ranking Orations at Bowling Green

DEPRESSION PROFESSION

By GEORGIANNE JOHNSON, *Luther College, Iowa*

EVERYTIME I turn a corner on our college campus, someone asks me what I intend to do when I graduate. My reply has consistently been, "I'm not sure, yet." Whereupon the suggestion is almost invariably given, "Why not try teaching? You know you can practically name your own terms . . . salary, the location of your school, the courses you'd like to teach." Everything seems to recommend teaching as a promising career. Today I'd like to explain why I've persevered in saying "No" to that suggestion . . . Why I don't want to be a teacher.

No one can question the urgent need for competent instructors in our schools. The August Bulletin of the Alabama Education Association tells us that since 1939, over 600,000 teachers have left the profession; and Willard Givens, Executive Secretary of the National Education Association, points out that more than 350,000 qualified teachers have quit their jobs during the last six years . . . over and above the losses expected from normal causes. The NEA also notes that although only fifteen out of forty-eight states require college graduation for certification, approximately one out of every eight American teachers can't meet schoolboard requirements and needs an emergency certificate.

Unfortunately, the future holds little promise of relief. In 1920, twenty-two percent of our college students were attending teachers' colleges. Today's figure stands at seven percent. Returning veterans are also extremely cold toward teaching. Quoting R. L. Davidson, Jr., of Missouri University, "I am constantly amazed at the number of returning servicemen who try

Turn to Page 121

PEACE OR PIECES

By HAL W. GOETSCH,
Whitewater State Teachers' College, Wisconsin

It was November 2, 1944, the year which witnessed the collapse of the once mighty German army. Diplomats and economists were already dreaming theoretical plans for the occupation of Germany; to most people the war had been won, and it was only a matter of waiting for the final surrender. But, to uite a few million soldiers in Europe, the war was still a grim, naked reality!

This was the picture as a bombing crew of the 8th Air Force came lumbering home from a mission to Central Germany. "Miss Lace," the battle-scarred B-17, was as proud as a peacock, as she swept through the air. Maloney, the bombardier, was leading a song over the inter-phone when, out of nowhere, all hell seemed to have broken loose. The tired "Miss Lace" was coughing and shaking, but bravely hanging on to the last. There was another explosion, and a moment of blackness. The next scene found nine white parachutes fluttering toward German soil, with a reception committee of what looked like half the population of Germany! The nine flyers were quickly assembled and taken to the dreaded Gestapo headquarters. Promptly the Nazis began a check of the men's identification taks. The navigator, George Weisman, was singled out from eht rest—the inscription "Hebrew" had been found on his tags—I saw George Weisman shot in cold blood at our very feet! It was then that I realized what an important role an element of fear and hate can play in a battle of destruction and death!

Then came VE Day, freedom, and finally VJ Day.

Continued on page 122

DEPRESSION PROFESSION

Continued from Page 120

to hide the fact that they were ever teachers." Of the former servicemen now in college, less than three per cent are in teacher training.

The question must occur in your mind, as it does in mine; why the aversion to this profession, reputed to have no peer; why are American young people giving their talents to less demanding professions; why is it that they, and I, do not want to be a teacher?

Recently newspapers and magazines have carried a series of articles concerning the "teacher problem." The gist of them is . . . give teachers more money and your whole problem will be solved. People, higher salaries are important, but they aren't the *entire* solution. Although instructional salaries have been constantly improving, and the trend has excellent possibilities of continuation, new people, in appreciable numbers, are not entering the field. Where then is our problem?

Let me explain by directing your attention to the small town high school of 300 students or less—a school where I might start, should I decide to enter the profession. Here ninety percent of teachers get their first taste of instructing; here, as Orville Husted writes in *Our Nation's Business*, are formed attitudes which determine whether they remain in the field or use it as a step toward something better; here ideals developed in preparatory days are either supported or shattered.

Assuming I were applying for a job, my first impressions would probably be drawn from the school board. I might easily deal with members like my friend found in a small community. One was the proprietor of the local tavern and known as the town drunk . . . the second, a draft dodger from World War I, and the third had started malicious rumors concerning a grade teacher, because she wasn't giving his children preferential treatment. Another acquaintance was greeted by a dentist, an inebriated mechanic, and the fellow from the auto parts store, who said, "Oh, go see Doc—I don't know anything about this school business."

These are a small town teacher's employers, who dictate supplies, the freedom of thought in her classroom, her activities about the town. It's not surprising in view of State Code requirements for school board members. In the state of Illinois, Article 6, Section 3, of the code reads: "Any person not a treasurer or trustee of the school, of the age of 21 or over, who is a resident of the school district and able to read and write the English language is eligible to the office of school director." And this is duplicated in other states as well.

And what can I expect of my job, were I hired by the board. The pre-war teacher's unhappy story has been told a thousand times. But we've been told conditions have changed . . . teaching has developed tremendously as a profession. What happens after the contract is signed today, 1947?

During Christmas vacation I spoke with one of our school's recent graduates who's teaching in a small town. These are his responsibilities: General Math, Geometry (two sections using different books), Algebra, Advanced Algebra, Physics, and General Science. He was permitted to drop the latter because the load was too great. In addition, he's visual education instructor, custodian of the school's athletic funds, and sponsor of the freshman class. In his words, "I think I like teaching, if I only had the opportunity to prepare for my classes." Does that sound like improvement over pre-war conditions?

Combine this with the disciplinary problems current in high schools, lack of cooperation often existing with administrations, and scarcities of modern teaching aids. Is it any wonder people like myself and thousands of others uncertain about their future are hesitating to become teachers? Is it any wonder less than three percent of the veterans are entering the field? Is it any wonder the most Murray State Teachers College of Kentucky could offer in its behalf is, "That it's a good depression profession"?

But you see, there isn't any reason why teaching can't be the most attractive profession offered young people. I'm not saying the examples presented are true of all schools . . . probably you can think of a case refuting each one given; but you can also think of one, two and three exactly like them. Professor Raleigh Schorling of Michigan University has issued "An Evolving Bill of Rights for Teachers." Here are some . . . The right to a 45-hour week; the average is now almost 70 . . . the right to the same personal freedom other respectable citizens enjoy . . . and the right to recognition for gifted work. He believes unless conditions are soon remedied, hope for having fair to middling teachers . . . let alone good ones . . . is poor indeed.

There is a reason why a beginning teacher in a small town so many times comes out of teaching with a sense of frustration and discouragement. And the reason is YOU, American people of the small town, because you aren't aware that a teacher is a person . . a living part of your community. It's not State Code laws that govern school boards we've described. Standards could be raised to require high school or college graduation, but YOU are still the voter at elections. It's in your hands to give your teachers a board capable of its job. YOU brand the name TEACHER on a young person and demand that she live up to standards you could never attain yourself. YOU'RE the one who looks at the teacher from across the gym at P.T.A. and never make an effort to really know her and understand her problems.

And YOU are the essential reason why thousands like myself aren't becoming teachers! Give us a chance at a fair salary; offer us administrations that are intelligent, understanding and interested in us, and the school. And, above all, give us the opportunity to be real people—of high ideals, yes—but a definite contribution to your community. Then let them ask me what I'm going to do when I graduate . . . and I'll tell them, from the bottom of my heart, "I'm *proud* that I'm going to be a TEACHER!"

Continued from Page 120

mad! Bells rang, people shouted, and everyone was having a hilarious time! Somehow I didn't feel like doing any celebrating—it didn't seem like a laughing occasion to me. I kept seeing George Weisman lying on the ground in front of me, dead, with a bullet hole through his head. I kept seeing a lot of boys that didn't come back, and, as I stood there in the streets of Detroit, the question—Who won the war?—re-echoed in my troubled mind.

Al Capp, creator of the "hill-billy" Yokum family of Dogpatch, answered that question long ago. Perhaps if you are one of the many Americans who follows this comic strip, you will remember how the "Yokums" receive all the back numbers of their daily paper, which have not been delivered since 1933. Feverishly, they read through the years as far as 1939, and to their utter consternation, find that a "no-good critter" by the name of Hitler means to bomb England. Mammy, Pappy, and Lil' Abner hasten to London to warn their relatives, the "Piccadilly Yokums" of their danger.. They encounter an Englishman who tells them that the war is over, and Mammy Yokum asks, as I did on the streets of Detroit on VJ Day, "Who Won the War?" The Englishman quickly replies: "It hasn't been decided yet. We and our Allies fought to give every man freedom of religion and speech, freedom from want and fear; if men anywhere are still discriminated against or persecuted for worshipping in their own way—if men anywhere are still fearing war and destruction, if men anywhere are still forbidden to speak their minds or vote —then WE'VE LOST!"

Yes, my friends, the bitter truth was clearly portrayed in that fantastic creation. The Great War, such a war as the world has never seen, is over, and we've won, but only on paper! Today finds the hearts of the peoples of the world filled with despair and bitterness. They know not where to turn in their wild quest—some for the meager necessities of life, others grasping and clawing to fulfill their wildest dreams for further wealth, conquest, and power!

Let us view the world as it exists. Over in China, where disease and starvation know no limit, we find that high-ranking Chinese and Communist leaders in Peiping agree that all-out Civil War is imminent. French troops are engaged in fierce battles with rebels in Indo-China. The situation in India between the rival Moslems and Hindus remains tense after much bloody, communal conflict. Palestine is aflame! Poland, Greece accuse us of treachery! And Russia . . .

It seems only yesterday, that seven thousand half-starved prisoners of war at Stalag Luft I, Barth, Germany, including the survivors of the bomber, "Miss Lace," cheered as the victorious grey-clad Russian army poured in to release us. Yet, today, we pick up any paper we choose to read and see blinding headlines of new Russian demands, bickering, and expansion. Politicians are guilty of war profiteering, and politics has come to be looked upon as a trash can of corruption!!! Communists are at work, prying at the roots of Democracy, capitalizing on our economic instability, posing as righteous patriots whose real motive is nothing more than to incite political upheaval!

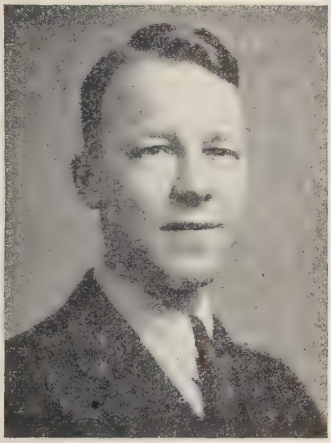
Yes, we are guilty of planting the seeds of World War III when we emphasize differences—differences of race, religion, color of skin—the seeds of hate! The gossip of hate mongers repeats its poisonous venom until repetition gathers momentum, fomenting unrest, and ultimately war! The roots of hate are cleaving man from man, Protestant from Catholic, Gentile from Jew.

We must eliminate hate, bigotry, and religious prejudice, because these are the weapons which ultimately begin wars—the weapons of men eager for power—the weapons more powerful than any atomic bomb!

On that bomber crew of "Miss Lace," as in every fighting unit that composed our great armed forces, was a mixture of America—Protestant, Catholic, Mormon, Atheist, Jew, and a minister's son. No one laughed when George Weisman ate his kosher pickles—no one frowned when Maloney attended mass before a mission—no one ridiculed the atheist because he didn't believe—no one criticised the Mormon, and no one asked the minister's son if he went to church every Sunday! We didn't have time to spread idle chatter about the oddities of our crew mates. We were fighting for our lives and for our country!

You are also on a bombing crew—a much greater one. It is your job to fight together for peace, to fight for democracy! Your crew mates are composed of every race, color, and creed; the future of America depends upon how well you drop your bombs—THE BOMBS OF PEACE! Your target is the entire world, and you must wipe out racial hatred and religious persecution!

Nations can talk of peace, and diplomats can plan peace, but you, you the people, must live peace! Who won the war? You must answer that question. You have your choice of a world at peace, or a world in pieces!



HIGH SCHOOL HANDBOOK

Division

Edited by HUGO E. HELLMAN

THE NATIONAL DEBATE SUBJECT

Resolved: That the Federal Government should provide a System of Complete Medical Care available to all Citizens at Public Expense.

ED. NOTE: *In justice to Professor Hellman it is only fair to say that his department is taken over by a pinchhitter this time.*

COMPULSORY ARBITRATION OF INDUSTRIAL DISPUTES

TO THE ordinary citizen, a novice in the ways of business and labor affairs, a peaceful settlement of labor disputes which saves the time and wages lost in strikes, to say nothing of the tempers lost and the violence that often happens, and the discommoding of the public, is a wise and salutary thing, and it is difficult for the fairminded beginner to see why labor and capital should make such a fuss about a compulsory settlement or government intervention. True we all like to manage our own affairs without a third party interference, and we cannot blame capital and labor for feeling the same way, but—there comes a time when they (the two of them in a given industry) fail to conduct business at all and we, the public, find that we must do without things we need because capital and labor in that industry have a war on.

Just where does this right of private warfare, inside our economy, begin and cease? Thoughtful citizens have come to the place where they, as slang states it, are fed up with capital and labor dissensions and private warfare. The fact that capital and labor can't get along, even when there is an actual foreign war on, where the life of the nation is at stake, has warned the American people that there must be a settlement in this country soon, as to who is to have the public power and just where private citizens must begin to exercise restraint and heed the authority of government and the welfare of the public.

Capital and labor do not want to be compelled. No American does. Yet capital and labor want to compel each other. We have never heard that a strike or a lockout was a method of reasoning. It is definitely a method of compelling. To each of them, it seems definitely all right to compel each other—if they can. They make a lot of fuss about it and call each other a lot of hard names in the process of agreeing, and then do what they have to do, are compelled to do by the circumstances, after they have lost time and money and irreparably damaged the public by their knock-down fight. Now in vital, necessary industries, which, like time should never cease, has government enough authority to demand a peaceable, reasonable settlement without grumbling and defiance and charges of unwarranted and tyrannical interference? Does not the public welfare justify and demand government action, and in time of war does not self-preservation of the nation insist upon it?

That is the question we face in this discussion of compulsory arbitration. It is an old debate question. It has been before us for decades. Some have thought it a bit difficult for the high school debaters. The writer is not of that opinion. The question is so practical, so down to earth, so vital in every home, that the sooner the high school citizen begins to study into it, and form his judgments, the better prepared he will be to take his place as a citizen of affairs. A study of the labor situation may bring him face to face with his father's problems as a laborer or employer. He may find it hard to face the whole truth, for the actual truth may seem to be against the interests of his own family. Debating a subject like this nationally in the public schools will require honesty, tolerance, fair-mindedness, a sense of justice, and real Americanism, such as is not often demanded of high school speakers.

To begin with there will be truth on both sides. There will be right and wrong on both sides. This is not a subject to lose one's temper over. It takes a clear head to see the truth, and to follow the path of wisdom

that leads to industrial peace. Men have not found it in the past. Perhaps we had better begin with youth and establish some ideals beforehand and some fundamental principles of good Americanism before the actual conflict begins to rage about them when they enter business and professional and industrial life.

Perhaps we should lay down the first principle: The interests and welfare of the majority of the people should rule in a democracy.

2. The majority should not ride roughshod over the minority. There should be a right of protest or appeal. There should be an attempt to adjust as favorably as possible for all.

3. There should be an end to this "to hell with the public" doctrine on the part of labor and management, and the freedom to fight until exhausted, no matter what happens to the innocent bystander.

4. There should be an acceptance of the principle of responsibility on the part of labor, management and government.

These things lead directly to a peaceable settlement of the problems of labor and management. They usually have to be settled round the table by reasonable men in the end anyway, so why not learn to begin the inevitable process of arranging and compromising from the very beginning?

Perhaps we should notice the terms of the question in a beginning comment: Resolved, that the federal government should require arbitration of labor disputes in all basic American industries.

Federal government really needs no definition as it refers to the government of the United States of America.

"Should require" is the usual technical way of making a statement, familiar and understood by all. "Should" means "ought to" not "will". If it can be shown to be best for the larger number then it should be a requirement.

"Arbitration"—this process is a hearing and judgment by disinterested or neutral persons, chosen to investigate and examine into disagreements and differences and decide what is the best thing to do for all concerned in the settling, arranging, mediating, compromising, and adjusting the situation. It can be voluntary or agreed to by the parties in the dispute, or it can be compelled or forced by government when the parties are unwilling to adjust the matters or have them settled by arbitration. In other words when the parties insist on their right to fight it out, no matter what happens to the parties, or what damage they do to those not parties to the dispute.

"Compulsory" means, of course, forced, required, demanded of, submission or obedience.

"Labor disputes" means disagreements between labor and management, between labor and labor, between capital and capital that affects labor or industry where men are employed to work for a livelihood. A fight between labor and labor, or between capital and capital, which stops work, throws men out of employment, and deprives the public of a needed product is just as serious and just as bad as a disagreement between labor and management. The recently developed habit of taking every grievance in working conditions to a strike effort is as unfair and lacking in logical good sense as it is in business equity and legality. There are many forms of strike which good judgment should have outlawed before government was obliged to. All are included in labor disputes but are not of the class which the public recignizes as legitimate and expected, such as disputes wages, hours and working conditions. These, any fair-minded man recognizes as inevitable. These any fair-minded man recognizes must be settled in some acceptable way if possible, before a strike is called. The many other types however, that have arisen to plague industry are often not fit subjects for strikes and should never reach that state. There can and must be other ways provided for the laborers themselves to settle their differences, for the unions to settle their disputes. Ordinary citizens are obliged to resort to courts of arbitration and of law, of mediation and conciliation, etc. In what way does capital, management or labor or a union have anything that an ordinary citizen does not have in the way of rights and privileges? The time has come for these questions to be faced.

Remove from the laborer the fear of abuse, of injustice, of unfair advantage, of unreasonable pressure, and he will listen to reason. Inflame his passions with injustice, hard dealing, trickery, and unreasonable force, and you reap violence, rebellion, and sullen defiance.

Antagonize capital and management, take away their right of free speech, and their control of their own affairs, and you reap deceit, dishonesty, trickery, chicanery and defiance.

Government must remain neutral, fair, honest, just, cordial to both sides, yet firm and insistent upon law, order, and fair-dealing. Government, and only government has the right to exercise the force of law, which in analysis, is compulsion or the power of compulsion. Great care must always be exercised that law is honest and fair, just and ethical. That is a public responsibility.

The above may sound a great deal like platitudes to the public, like piffle to angry labor, and like a lot of Sunday School jabber to unscrupulous management, however, they are basic principles and must be faced honestly in this discussion.

Finally what are "all basic American Industries." Off hand, one could almost include all industries. However, some must be more essential than others and hence must get the position of "basic" conferred upon them. All transportation certainly is basic. All communication also certainly is. All food products certainly are. Cloth-

Turn to Page 132

THE FORENSIC WORLD

THE QUESTION COMMITTEE FOR THE COLLEGE SUBJECT REPORTS

The committee to select the Intercollegiate Debate Subject this season has varied the procedure and by taking an early vote on the five subjects listed below is able to announce as of June 25, that the new subject for 1947-48 is:

FEDERAL WORLD GOVERNMENT

The committee will have until September to phrase this subject into a debate proposition and is soliciting widespread aid.

The selection was made by a vote of the colleges on the five subjects, chosen by the committee from a much larger list, for the annual vote, held this year about two months sooner than usual.

1. Federal World Government.
2. Anti-Communist Foreign Policy.
3. Federal Aid for Education.
4. Control and Regulation of Natural Resources.
5. Atomic Energy Control.

	World Government	Anti-Communist Policy	Fed. Aid Education	National Resources	Atomic Energy
1st choice	116	86	59	25	35
2nd choice	64	71	77	41	66
3rd choice	52	48	68	78	73
4th choice	41	44	67	70	94
5th choice	46	69	48	103	54
Totals*	1185	1015	989	766	900

Final Standing

1st place: Federal World Government.
2nd place: Anti-Communist Foreign Policy.
3rd place: Federal Aid for Education.
4th place: Atomic Energy Control.
5th place: Control and Regulation of Natural Resources.

Additional Data

	No. of Cards Mailed	Replies Received	Percent
Pi Kappa Delta	152	105	69
Tau Kappa Alpha	110	56	51
Delta Sigma Rho	75	47	62
Phi Rho Pi	103	41	40
Unaffiliated Colleges	110	72	66
TOTAL	550	321	58

*In computing these totals the following schedule was followed:

1st place, 5 points
2nd place, 4 points
3rd place, 3 points
4th place, 2 points
5th place, 1 point

This was done in order to properly weigh those ballots which did not rank all of the topics (in a few cases, a vote was cast only for first choice).

PI KAPPA DELTA'S BOWLING GREEN CONVENTION

The fifteenth National Convention of Pi Kappa Delta convened at Bowling Green State University, Bowling Green, Ohio, the week of April 6 to 11. Four contests were held, the business sessions, and a Memorial service for the Gold Star members.

The convention began Sunday evening, April 6 in the Chapel with the Memorial service, the address being given by Professor Guy E. Oliver of North Central College, Naperville, Illinois. The first business session met at 8 a. m. Monday morning, committees were appointed and the contests began.

Edward S. Betz was elected at the first session as President for the next term. A council composed of Prof. Sherod J. Collins, Northeast Missouri State; Prof. Evelyn Kenesson, Bowling Groon; Prof. Roy D. Mahaffey, Linfield College; and Prof. E. O. Wood, of Louisiana College, was chosen at the last business session.

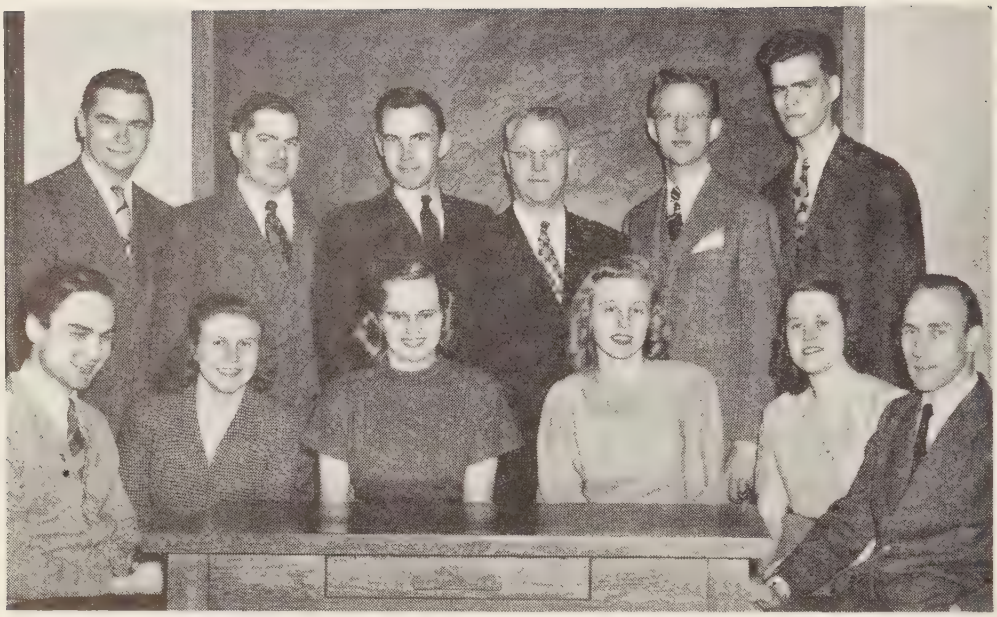
Prof. Alfred Westfall, Editor of the Forensic, announced his retirement from that position and Prof. Wilbur E. Moore of Central State College of Education, Michigan, was chosen to succeed him.

The contests were conducted so as to rank teams and speakers as Superior, Excellent, and Good, and also competed. The results were:

ORATORY—57 men, 32 women.

Men—Superior:	Points
Hal W. Goetsch, Whitewater, Wisconsin	26
Harold Brack, Augustana, Illinois	34
Julian Winston, William Penn, Iowa	36
Joe Laine, Yankton, South Dakota	38
John Baird, College of Pacific, California	39
John W. Low, Nebraska Wesleyan	40

Excellent:	Points
Robert A. Forsythe, St. Olaf, Minn.	41
Roger Fritz, Monmouth, Illinois	41
Joseph Ikeguchi, Redlands, Calif.	41
Dallas French, Sioux Falls, South Dakota	42
Gerald Sanders, Southeastern, Okla.	42
Louis Hamack, S. I. N. U., Illinois	44
Robert Snook, Augustana, South Dakota	45
M. Steinbron, River Falls State, Wisconsin	47



The Augustana College (Illinois) Victorious Squad at Bowling Green

Floyd W. Clark, Michigan State ... 48
Charles Adams, Baylor, Texas ... 49
Karl F. Heimke, Ripon, Wisconsin ... 49

Women—Superior: Points
Georgianne Johnson, Luther, Iowa 24
Yvonne Battin, Puget Sound, Washington 35
Marian Gorteling, Hope, Michigan 37
Evangeline Erickson, Augustana, Illinois 38
Pat Medley, Pepperdine, California 39
Verna J. Smith, Michigan State 40
13 Excellent.

EXTEMPORE SPEAKING—61 men, 40 women.

Men—Superior: Points
Robert Forsythe, St. Olaf, Minnesota 29
Culver Nelson, Redlands, California 31
Manual Furtado, College of Pacific 33
Robert Carson, Michigan State ... 38
Marcus Gravdahl, Concordia, Minnesota 39
Robert Henderson, Baldwin-Wallace 41
12 Excellent.

Women—Superior: Points
June Szosz, Michigan State 35
June Berg, Augustana, Illinois 37
Julienna Martin, SLI, Louisiana 37
Patricia Lonegran, Macalester 37
Mary Spanos, College of Pacific 38
Mary Hamilton, Mary Hardin-Baylor 41
12 rated Excellent.

DISCUSSION—92 men and women entered

Superior: Points
J. C. Ballinger, William Jewell, Missouri 30
James Jenkins, William Jewell, Missouri 30
James Lambert, Coe College, Iowa 32
John Brinkley, Eureka College, Illinois 35
H. Hunderup, Iowa College 35
James Ross, Doane, Nebraska 36
James Tressler, Otterbein, Ohio 36
15 Excellent ratings.

DEBATE—94 teams.

Men—Superior: Rounds
Baylor University, Undefeated 8
Nebraska Wesleyan, Undefeated 8
Wake Forest, Undefeated 9
Augustana, Illinois 7-1
College of Pacific 7-1
Monmouth College 7-1
Redlands 7-1
Ripon, Wisconsin 7-1
Durant, Oklahoma (E.E.T.S.) 7-1
(Winner at West Point also)
Emporia, Kansas 7-1
Hiram, Ohio 7-1
9 Excellent.

Women—Superior Rounds
Southeastern State, Durant, Undefeated
Augustana, Illinois 7-1
Mary-Hardin, Baylor, Texas 7-1
Coe College, Iowa 7-1

Turn to Page 127, *Column* 2

PI KAPPA DELTA'S NEW PRESIDENT

Edward S. Betz, Dean of Men and Debate Coach at the College of Pacific, Stockton, California, was chosen President of Pi Kappa Delta for the next term of two years by practically a unanimous vote in Bowling Green, Ohio, at the Pi Kappa Delta National Convension.

Mr. Betz has been identified with Pi Kappa Delta for practically his entire forensic career.

As a student at Hastings College, Nebraska, he reached the finals in debate at the Pi Kappa Delta National Tournament at Tiffin, Ohio, in 1928, losing to the team from St. Thomas. At the tournament of the National Convention held at Wichita, 1930, he lost again to the winners from Gustavus Adolphus.

In 1937, Mr. Betz returned to Hastings College as Debate Coach. At the Topeka quarter centennial Convention he served as Chairman of Judges. It was here that he attracted the favorable attention of the Speech Department of the College of the Pacific and was offered a position on its staff. At the Knoxville Convention in 1940 he again served as Chairman of Judges, and was elected to the National Council of the order. At the St. Paul-Minneapolis Convention in 1942 he was re-elected to the Council and was appointed Vice-President upon the succession of Vice-President Martin Holcomb to the Presidency, occasioned by the war and the military service of president-elect Glenn Capp. At the recent Bowling Green Convention, Mr. Betz was Tournament Director, and was chosen President.

Mr. Betz has served as Debate Coach at College of Pacific for several years, and upon his selection and advancement to the Dean of Men's office chose to retain his connections with debate, but gave up all other teaching. His teams and contestants have made an excellent record during the years, but this year outdid the record, his men's and women's squads both rating Superior and both received Squad trophies at the Bowling Green Convention.

PI KAPPA DELTA CONVENTION

Continued from Page 126

Monmouth College	7-1
Southwestern Louisiana Institute	7-1

4 Excellent.

MEN'S SQUAD RATINGS

Superior:	Points
University of Redlands, California	23
College of Pacific, California	23
Augustana, Illinois	23
St. Olaf, Minnesota	23
William Jewell, Missouri	23
Southeastern State, Durant, Oklahoma	23

WOMEN'S SQUAD RATINGS

Superior:	Points
College of Pacific	21
Pepperdine, California	21
Monmouth College, Illinois	21
Augustana, Illinois	20
Southwestern Louisiana Institute	20

Superior in both Men's and Women's Squads:	Points
College of Pacific, California. Combined points	44

Turn to Page 131

College of Pacific Victorious Squad at Bowling Green

THE TAU KAPPA ALPHA NATIONAL

By GIFFORD BLYTON

Tau Kappa Alpha held its seventh annual National Discussion Tournament and its First National Student Legislative Congress May 8, 9, and 10 on the campus of Western Michigan College in Kalamazoo. The following colleges participated: Alma, Bridgewater, Cornell of Iowa, Denison, Denver, Evansville, Kalamazoo, Manchester, Muskingum, Notre Dame, Roanoke, Purdue, Rutgers, Stephens, South Dakota, Wabash, and Western Michigan.

Dr. Wilson B. Paul of Denver presided at the general session Thursday morning to open the three day meeting. An address of welcome was given by Dr. Paul V. Sangren of Western Michigan College. The students were then divided into 20 discussion groups, these groups to run simultaneously. The first of six rounds got under way immediately. Three rounds were completed Thursday, three Friday morning. The topic for discussion was "What should be done to settle the struggle between labor and management in industry?"

At a final dinner meeting held Saturday noon, the following students were named as outstanding discussants: (rated from 1st to 12th in the order given) Frank Finn, Notre Dame; Paul Blekking, Purdue; Robert Williams, Western Michigan; Grant Wessel and Virginia Smith, Alma (tied for fourth); Jack Butler, Manchester; Archie Colby, Purdue; Jack Padgett, Denver; Morris Sample, Purdue; Keith Hoover, Manchester; Jack Bertsch, Denison; Marilyn Loeppert, Stephens; and Chester Davis, Western Michigan.

On Friday afternoon the students were assigned to committees for the purpose of preparing bills for the Saturday morning Student Legislative Congress. Senator Fred Eichhorn of Gary, Indiana, presided during the Congress. A resolution favoring action in the legal responsibilities of labor and management was the only bill to pass the Congress. Bills on the Nationalization of Industry, and Compulsory Arbitration of labor disputes were defeated.

Thursday evening was the occasion for a lively after dinner speaking contest which was won by Jack Padgett of Denver. His subject was "Debaters Debility". Grant Wessel of Alma speaking on "You Make Radio" placed second. Third place went to Boyd Martin of Muskingum, who spoke on "Women and Virtues".

Friday evening students, coaches, judges and guests attended the annual banquet to hear a forum presented by representatives of Labor, Management and the Public. The forum was made up of John E. Johnson, Personnel Manager of the Borg-Warner Corporation's Ingersoll Stell and Disc Division; Brandon Sexton, U.A-CIO educational representative; Frank McAllister, board of directors of the Grand Trunk Western Railway; and Major Charles Estes, United States Labor Department. An evaluation of the speeches was given by three outstanding student discussants; Frank Finn, Notre Dame; Jack Butler, Manchester; and Marilyn Loeppert, Stephens.

Prof. Anna E. Lindblom, of Western Michigan College, Hostess to the Tau Kappa Alpha Convention.

Another important feature of the three day session was a series of radio broadcasts over station WKZO, CBS outlet in Kalamazoo. The first of this series was presented Friday afternoon by a representative group of students discussing the general topic of labor and management relations.

The second broadcast came directly from the Congressional Assembly Saturday morning. Several students were selected at random to comment on major aspects of congressional proceedings.

The final broadcast was made from the WKZO studios Saturday afternoon. The following students gave their views on benefits of the discussion and congress, as well as commenting on pertinent questions pertaining to a solution to the struggle between labor and management in industry: Frank Finn, Notre Dame; Archie Colby, Purdue; Anita Peterman, Western Michigan; Hyman Kuperstein, Rutgers; and Jim Vance, Cornell.

Much credit for the success of the discussion and con-

gress goes to Miss Anna Lindblom, Executive Secretary, Conference Committee. Through her diligent efforts and effective organizational activities, TKA was once again able to offer students from all over the nation an opportunity to seek a sensible solution to one of the major social problems of our time.

THIRD NATIONAL STUDENT CONGRESS OF DELTA SIGMA RHO

By KENNETH G. HANCE

With 150 delegates from 32 chapters in attendance, the Third National Student Congress of Delta Sigma Rho, held at the Congress Hotel, Chicago, April 10-12, was even more successful than were its two predecessors of 1939 and 1941. The various events of the Congress proceeded on schedule, with the party caucuses occupying the attention of the delegates on Thursday evening, April 10. The events of Friday, April 11, consisted of the Opening Assembly, Committee Meetings to formulate bills for introduction to the sessions of the General Assembly, the Official Banquet, and the Delta Sigma Rho Business Meeting. Saturday, April 12, was devoted to the two sessions of the General Assembly and to meetings of the Resolution Committee and the Evaluations Committee.

The highlights of the Opening Assembly and the sessions of the General Assembly are reported in the minutes prepared by the Clerk, Miss Jeanne M. Lemal, of Ohio Wesleyan University.

The Official Banquet, which was attended by more than 150 persons, was made successful by the capable and gracious work of Professor Henry L. Ewbank, of the University of Wisconsin, as toastmaster. He and President Buehler presented a testimonial gift to Mr. and Mrs. Gilbert L. Hall, recognizing Mr. Hall's 23 years of loyal service to the society. The principal feature of the program consisted of the presentation by each chapter delegation of a skit or other contribution to the festival spirit of the occasion. Everyone pronounced the banquet a complete success, even better than those of 1939 and 1941.

The Business Meeting was devoted to a review by the Secretary of the significant events in Delta Sigma Rho from 1941 to 1947 and to the consideration of several issues referred to it by the Executive Committee, which had met earlier in the day.

The assembled delegates adopted a resolution calling upon the order to inaugurate a biennial debate tournament open only to chapters of the organization.

NATIONAL FORENSIC LEAGUE

The NFL meet was held at the Jennings High School in St. Louis and included the five speech contests: Original Oratory, Extempore Speaking and the three declamation contests. The winners were:

Original Oratory: Barbara Ann Frank, Longmont High School, Colorado.

Extempore Speaking: Walter Grosjean, Wooster, Ohio.

Oratorical Declamation: Virginia Felten, Central High School, Sheboygan, Wis.

Humorous Declamation: John Guy, Classen High School, Oklahoma City, Okla.

Dramatic Declamation: Beulah Meacham, Canton-McKinley High School, Ohio.

The Tau Kappa Alpha award for having 180 rounds of National Tournament participation went to Classen High of Oklahoma City. This high school won the award in 1938, and starting all over in 1939 has won it again. Thus, C. E. Grady, the coach of Classen ends his career with another National win. Soon he begins his career as Superintendent of the schools of Oklahoma County. (See the write-up of him in the December 1946 issue of the *Debater's Magazine*.)

We plan to present pictures of the NFL winners and a brief account of each in the September issue.

PACIFIC FORENSIC LEAGUE

The Pacific Forensic League held its annual conference at the University of Arizona, Tucson, April 1-3. The winners in the various events were:

Oratory: 1st, Robert\C. Garland, University of Arizona, "Freedom from Fear."

2nd, Ephraim Konigsburg, University of Southern California, "Our Responsibility to China."

3rd, Wallace Rairden, Oregon State College, "The Alchemy of War."

Extempore Speaking: 1st, Warren Miller, University of Oregon.

2nd, George Grover, University of Southern California.

3rd, Scott Whitney, University of Nevada.

After Dinner Speaking: 1st, Scott Whitney, "The Next Time I Care I'll be Careful."

2nd, Don Logan, Stanford University, "Thanks for the Memory."

3rd, Eph Konigsburg, University of Southern California, "Look for the Silver Lining."

WINNERS OF THE INTERSTATE

By KENNETH G. HANCE

EDITOR'S NOTE: *John H. Low of Nebraska Wesleyan was the Men's winner this year, and also rated superior at the Pi Kappa Delta Convention at Bowling Green with his oration "My Paper Doll." Mrs. Gale Prentice Graffe of Yankton College won the Women's Contest with her oration "Education for Hate."*

Mr. Hance comments on the Contests as follows:

College orators from eleven states in the Middle West participated on April 24 and 25 in the annual contests of the Interstate Oratorical Association, which were held at Northwestern University, Evanston, Ill.

Winners of the state contests in their respective state

associations, these men and women competed in preliminary contests on Thursday, April 24, and in final contests on Friday, April 25. The preliminary contests were held in the School of Speech and in Fisk Hall, and the final contests in the Auditorium of Harris Hall.

Participants in the women's contests were: Miss Elsie Cory, Monmouth College, Monmouth, Illinois, speaking on "Faster, Faster, We Must Run Faster"; Miss Rosemary Arnold, Earlham College, Richmond, Indiana, "Our Brother's Keeper"; Miss Georgianne Johnson, Luther College, Decorah, Iowa, "Depression Profession"; *Miss Gloria Patton, Michigan State College, East Lansing, Michigan,* third, "Unto the Least of These, My Brethren"; Miss Ann Marie Olson, Gustavus Adolphus College, St. Peter, Minnesota, "Garden City, Minnesota"; *Miss Jeannette Dillon, Nebraska Wesleyan University, Lincoln, Nebraska,* second, "Your Three Husbands"; Miss Terry Jenkins, Ohio University, Athens, Ohio, "A Stranger Within Our Gates"; *Mrs. Gale Prentice Graffe, Yankton College, Yankton, South Dakota,* first, "Education for Hate"; Miss Billie Maye Runyard, State Teachers College, Whitewater, Wisconsin, "My Brother's Keeper."

The men orators were: Harold Brack, Augustant College, Rock Island, Illinois, "The Center Pole"; Mac Gripe, Goshen College, Goshen, Indiana, "If the People Can Wage a War . . . "; Charles Botkin, Central College, Pella, Iowa, "An Equivalent for War"; James F. York, Berea College, Berea, Kentucky, "Our Children"; *Seymour Tuchow, Wayne University, Detroit, Michigan,* third, "The People Make History"; Robert Forsythe, St. Olaf College, Northfield, Minnesota, "Justice in Jeopardy"; Scott Traylor, Drury College, Springfield, *Missouri, "Must We Have Wars?"; John H. Low, Nebraska Wesleyan University, Lincoln, Nebraska,* first, "My Paper Doll"; *Charles A. Endter, Wittenberg College, Springfield, Ohio,* second, "The Great American Myth"; Jack Gold, Yankton College, Yankton, South Dakota, "The Stars in Their Courses"; Karl F. Heimke, Ripon College, Ripon, Wisconsin, "Operation Crossroads."

The School of Speech, Northwestern University, served as host. Prof. Kenneth G. Hance, of the School of Speech and executive secretary of the Interstate Oratorical Association, was in charge of arrangements for the contests. The Association, which was founded in 1874, has conducted contests each year, and numbers among its former participants a large list of distinguished men and women in business and professional life.

Program of April 24th

The speaking order for the Western Divisional Women's contest:

Nebraska: Jeannette Dillon, Nebraska Wesleyan University. Second in finals.

South Dakota: Gale Prentice Graffe, Yankton College. Final winner.

Iowa: Georgianne Johnson, Luther College.

Minnesota: Ann Marie Olson, Gustavus Adolphus College.

Wisconsin: Billie Maye Runyard, Whitewater State Teachers College.

The speaking order for the Eastern Divisional Men's contest:

Michigan: Seymour Tuchow, Wayne University. Third in final.

Kentucky: James F. York, Berea College.

Indiana: Mac Gripe, Goshen College.

Illinois: Harold Brack, Augustana College.

Ohio: Charles Endter, Wittenberg College. Second in final.

The speaking order for the Eastern Divisional Women's contest:

Michigan: Gloria Patton, Michigan State College. Third in final.

Indiana: Rosemary Arnold, Earlham College.

Illinois: Elsie Cory, Monmouth College.

Ohio: Terry Jenkins, Ohio University.

The speaking order for the Western Divisional Men's contest:

Nebraska: John Low, Nebraska Wesleyan University. First in final.

Missouri: Scott Traylor, Drury College.

South Dakota: Jack Gold, Yankton College.

Iowa: Charles Botkin, Central College.

Minnesota: Robert Forsythe, St. Olaf College.

Wisconsin: Karl Heimke, Ripon College.

WINNERS OF THE NORTHERN ORATORICAL LEAGUE

The big ten universities of the Middle West maintain an oratorical league and Professor Kenneth G. Hance reports the year's results as follows:

1st. Herbert N. Kanzell, University of Iowa, "And the Patient Began to Die."

2nd. James E. Newman, University of Wisconsin, "A Case for Minorities."

Other contestants entered were as follows:

Felix Hill, Northwestern University.

Milton Weiner, Western Reserve University.

Jack Burnstein, University of Minnesota.

Donald C. Mitchell, University of Michigan.

Upton S. Palmer, who transferred from Cortland, New York, to Santa Barbara immediately following the Speech Convention at Chicago, reports that he is well pleased with his new work, is buying a home in Santa Barbara, and may trade work with Prof. Ted Hatlen next season and take over debate while Hatlen does drama.

News Notes and Personals

PI KAPPA DELTA NOTES

The Ada, Okla., women's team, accompanied by their coach, Prof. D. J. Nabor, also barnstormed to the Bowling Green Convention. They debated at Purdue University, but missed their debate at Butler University on account of the storm and flood. Several of the teams which crossed Illinois and Northern Indana had trouble with the flooded conditions on their way to Bowling Green.

Editor Alfred Westfall of the Forensic and his assistants published a mimeographed bulletin each day at the Pi Kappa Delta Convention.

The Seattle Pacific group also sported a new automo bile for part of their trip to Bowling Green and back. Disappointed at not having a car at the beginning of their trip, they gave up the preliminary part of their itinerary, and bought a new car enroute.

New chapters are being installed at University of Georgia and the University of South Carolina.

H. Dana Hopkins, President of Defiance College, was a most pleased and happy visitor at the Convention. It seemed to do him a world of good to get back among his old pals and judge a few events at the convention.

About 550 persons attended the Bowling Green convention and 93 chapters were represented.

The delegation from Augustana College, which President Martin J. Holcomb headed, and the delegation from the College of the Pacific, which Edward S. Betz, the newly elected president, headed, shared highest honors at the convention by landing both men and women's squad trophies.

Wilbur E. Moore, of Michigan Central College of Education, is to succeed Alfred Westfall of Colorado Aggies as editor of *The Forensic*. S. J. Collins, of Kirkeville, Mo., R. D. Mahaffey of Linfield College, Prof. Evelyn Kenneson of Bowling Green and E. O. Wood of Pineville, La., were elected to the National Council for the ensuing term of two years.

The following Pi Kappa Delta colleges are listed as registered for the National Discussion contests to be conducted by Tau Kappa Alpha at Western Michigan College, Kalamazoo, Michigan: Bowling Green University, Southern Illinois Normal, Kent State University, Kalamazoo College. There are also some Delta Sigma Rho colleges registered: Among them University of Southern California, Carleton College.

The University of Redlands and the College of the Pacific were chosen to send teams to the West Point National Tournament, but could not make the financial grade, having used up the season's funds.

Clark S. Carlisle, a Pi Kappa Delta man, is the new coach at Texas College of Arts and Industries, Kingville.

Congressman Francis Case delivered the banquet address at the Pi Kappa Delta Convention. He was a college orator in his undergraduate days, and is a member of Pi Kappa Delta.

Transylvania (Ky.) is the oldest college in Pi Kappa Delta, and Pepperdine College is the youngest. Their dates are 1780 and 1937.

Michigan State seems to have the record as the college with the largest enrollment in Pi Kappa Delta. U.C.L.A. in Los Angeles and DePaul in Chicago are close rivals. Michigan State has 14,141 enrolled. Tarkio is the smallest, with 305.

Only two things were wrong with the Pi Kappa Delta Convention at Bowling Green, Ohio—Secretary George W. Finley and former Counsel J. D. Coon were not there.

Miss Glenna Smith and her assitants received a big hand and most deservedly on their excellent program for Stunt Night at the National Convention.

Bowling Green was universally praised as an ideal host to the convention held there, and is to be congratulated on their Falcon's Nest, student store and union.

While compliments are still in order—that was a magnificent address that Prof. Guy Oliver of North Central gave at the Memorial Service Sunday evening ushering in the Convention.

The Linfield and College of Puget Sound chapters traveled the longest distances to get to the Pi Kappa Delta Convention at Bowling Green. Each took in the Tournament at Frederick, Virginia, on the way. Prof. Charles T. Battin of C.O.P. had car trouble at the very beginning and had to make the trip in a new car purchased enroute. The next longest distance was traveled by the University of Redlands group, who debated for a week enroute and followed a roundabout path. They held two debates at the University of New Mexico, two at Ada, Oklahoma, one at Shawnee, Okla., and two at David Lipscomb College, Nashville, Tenn. They traveled in a new Hudson.

TAU KAPPA ALPHA NOTES

P. E. Lull of Purdue University is chairman of the National Debate Question Committee this year. Lull entertained the high school debaters of Indiana at a big debate conference this season.

Prof. E. Philip Bollier is the new faculty sponsor of the chapter at Muhlenberg College (Pa.)

Paul D. Brandes, debate coach at Mississippi University, announces that 25 are out for debate. Looks like a good come-back after the war.

Bucknell chapter with three members left is in the

process of reviving debating and getting under way again.

Under the editorship of Elbert W. Harrington, the South Dakota Speech Teachers' Association has just issued a Speech Bulletin, Vol. 1, No. 1

The National T.K.A. Meet at Western State College of Education, Kalamazoo, Michigan, has two big events scheduled: a National Discussion Contest and a National Congress or Legislative Assembly. 42 colleges were registered to attend when The Speaker went to press in March.

Among the changes in T.K.A. are these: Orvin P. Larson has left Indiana University to join the staff at Brooklyn College; Charles W. Lomas has also accepted a position at Brooklyn College. Woodrow Flannery is the new coach at Emory and Henry College. Melvin P. Moorhouse is coach of debate at Westminster College (Pa.). Harold Weiss, chairman of the Department of Speech at Southern Methodist, will be the new sponsor there.

Miami University is actively promoting a Speaker's Bureau this season with about thirty speakers on the roll.

Lionel Crocker of Denison University is the Speech Association of America representative on the National Debate Question Committee this season.

NATIONAL FORENSIC LEAGUE NOTES

With the addition of Jeanette Riddle, Canton Lehman High School, T.C. Bond, McKinley High School, Niles, Ohio, and A. L. Swank, Peekskill High School, Peekskill, New York, the Diamond Key Members of the NFL rises to the number of 23.

L. D. Hanks, District Chairman of NFL for California, heads the list of the First 20 coaches in the organization with 95 points. Congratulations, Hanks—we all know it meant work and more work. It is rumored that Hanks may join the Los Angeles City school system next year.

We are told that J. Edmund Meyer is leaving for the berth at Hollywood High. If this be true, look out, Beverly Hills and Santa Rosa—here comes Hollwood!

Mrs. Lorna Tully of Beverly Hills High announces that she is retiring from teaching. This also goes for Mrs. Palfrey at John Marshall High, L.A.

Santa Monica is said to be looking for a high class young debate coach for next season.

The Rostrum has featured high point student leaders in the March and April numbers, using small cuts and write-up of each. The April number carries the reports of the various district tournaments.

The NFL, which is limited to 500 chapters, lacks only 22 of having a full house. New chapters have been granted to Normany, Mo.; Boardman H.S., Youngstown, Ohio; St. Augustine School, Pittsburgh, Pa.; Irwin, Pa.; Alliance, Ohio; Turtle Creek, Po.; New Florence, Pa.; Hasbrouck Heights, N.J.; St. Vincent Academy, Newark, N. J.; Herbert Hoover, H.S. San Diego, Calif.; Winter Park, Fla.; and Hanover, Mass.

Charters have been restored to Blackfoot, Idaho; Miami Beach, Fla.; Pittsburg, Kans.; Hawarden, Iowa; Wenatchee, Wash.; Miami, Okla.; Lamar H.S., Houston, Texas; and North Kansas City High, Missouri. The war is fast losing its power of discouragement in the high schools.

The Northern California high schools put it over on the Southern California high schools this year, and took four of the six events at the state championship meet held at Fresno State College by the University of Redlands and the College of Pacific NUEA organizations. Last year the South won at Bakersfield by the same score.

For the first time in several seasons Beverly Hills lost the squad championship cup to Grossmont High school at the Redlands NUEA tournament. Andy Smith was sorry he went off home early and didn't wait for the announcement dinner.

Brown Military Academy of Pacific Beach, San Diego, won the 1947 debate championship of California, replacing Alhambra High, last year's champs.

Congressman Karl Mundt certainly keeps up his Speech interests. He has a brief article on "Free Speech Protects Human Rights" in the April 1947 *Rostrum*, and reprinted the Speech of W. Norwood Brigance delivered at the opening session of the Speech Association of America last winter at his own expense. He also got it reprinted in the *Congressional Record*.

PI KAPPA DELTA CONVENTION

Continued from Page 127

Augustana, Illinois. Combined points.....43

Augustana's Rating:

Men's Oratory, Superior; Women's Oratory, Superior; Men's Extempore, Good; Women's Extempore, Superior; Men's Debate, Superior; Women's Debate, Superior; Discussion, Excellent.

College of Pacific's Rating:

Men's Oratory, Superior; Women's Oratory, Excellent; Men's Extempore, Superior; Women's Extempore, Superior; Men's Debate, Superior; Women's Debate, Excellent; Discussion, Excellent, second highest women's ranking.

COMPULSORY ARBITRATION OF DISPUTES

Continued from Page 123

ing certainly is. Anything necessary to sustain life, individual and social or economic, in the national economy, such as getting men to and from work, and informed for the protection of life and property is certainly basic. The trouble is not over what to include, but over what not to include. Probably this need not trouble us much, for in this debate it isn't so much the actual industries affected that counts, it is the settlement of the principles upon which society is to live that is vital in this debate. We must know where the right of the individual and the class stops and the right of the public, of government begins.

Book & Magazine Article Reviews

MRS. ELSIE GRACE NICHOLS, *Editor*

SOUTHERN ORATORY

A Study in Idealism

By FRANCIS PENDLETON GAINES

University of Alabama Press, University, Alabama

To Professor Ellen-Haven Gould, of Alabama College, Montevallo, Alabama we wish to express appreciation for a rare little volume of Oratory which she so kindly sent us.

In the foreword Professor Gould states: The contents of this little volume were originally prepared and delivered by the author, Francis Pendleton Gaines, at Alabama College in April 1945, as the third series of Dancy Lectures. We now present these lectures to the reading public in fulfillment of the purpose to which the Dancy endowment has been dedicated—that of fostering cultural interests in the South. Alabama College acknowledges with great appreciation this work of the third Dancy lecturer, and presents to the readers this interesting study of Southern Oratory.

Faculty Committee on Dancy Lectures,
ELLEN-HAVEN GOULD, *Chairman*

The author, Francis Pendleton Gaines in his very brief preface shares with the reader his desire to review Southern Oratory as it had been related to the great ideals, if not of peace and security about which we are thinking now, at least to the ideal of *freedom* upon which both peace and security rest. (Dr. Gaines began this series of lectures on the very day on which "The Conference of the Golden Gate" opened in San Francisco.) But he decided "after contemplation of the whole field to present it as an expression of the *dynamic urge for artistic outlet,* on the high planes and on the low, literally from the sublime to the ridiculous."

This unique and artistically written work on Southern Oratory I wish to pass on to you for your enjoyment. It is educational and informative but it is more than this. The chapters are like gems set in one mosaic of creative art. Its sixty-five pages can be read in a short time but the mind will recall again and again in vivid imagination the scenes in the old South when the power of Oratory swayed the multitudes.

We present the separate "gems",

I LOWER LIGHTS BURN
II A GREAR TORCH FLAMES
III THE TORCH FLICKERS
IV THE TORCH RENEWED AND ENLARGED

In the first chapter we are introduced to Oratory as creative art and meet some of the lights who carried highest authority in the days immediately preceding the Revolution, Patrick Henry and Richard Henry Lee—but if this study "were to explore all the levels of Oratory as an Art—we would pause for a long time on the plane that we term the folk-art of Southern eloquence. It was the people themselves, completely detached from the influence of schools or of theories" — "there was cleverness of native wit, and adventurings of the highest imagination but it was the product of immense sincerity."

The Indian has his place and was recognized by Thomas Jefferson. The Negro plays a most important part. John Randolph, one of the shining lights of the South when asked what was the single greatest speech he ever heard, replied: "The most moving speech I have ever known was delivered by a Negro slave mother on an auction block, begging that her child be bought along with herself." Frederick Douglas, with his protests against slavery and Booker Washington, pleading for some measure of opportunity for his people, cannot be omitted from this sketch.

Probably the *three domains of Southern Oratory* where we see certain qualitative standards that may be applied and really come into the art that ranges from the "mere-genius" to the pure charlatan are: *court room oratory, political stump speaking* and the *religious camp meeting.* Thomas Lomax Hunter, a columnist for the Richmond Times-Dispatch believes that this religious oratory was the foundational type, the model and the influence for other modes.

In Gem II, political oratory transcends all the other modes of Southern Oratory with its *struggles for human freedom*—"and in so far as the *torch of freedom is the national beacon of America,* Patrick Henry stands out foremost here, for he seized the torch and held it higher than any man and more people saw its radiance—as he exalted it than could be said of any other." Richard Henry Lee has been called the Cicero of Virginia as Patrick Henry was her Demosthenes. John Randolph cannot be omitted and Calhoun's groans and sobs for the "Poor, poor South" are heard in the closing lines of this chapter.

Gem III. As Thomas Jefferson was changing our nation from a Colonial strip along the Atlantic sea coast—to an empire almost continental in dimension, with the purchase of Louisiana and his far-flung Western explorations—Calhoun of South Carolina was in the forefront for *freedom* and introduced the bill of war with Britain with such eloquence that it impelled Thomas Ritchie, reporter for a Richmond paper to hail the scholarly Carolinian "as one of those masterly spirits who stamp their name upon the age in which they live."

"But tragic as it was, even as the *torch flames* in the *great cause of freedom* it begins to *flicker* and was *burning low* again, now as a kind of watch fire about the warehouses of property—and alas, human flesh as a part of that property; the torch of freedom these orators would have ordained must burn upon a central altar only—as an undisturbed flame in the capitols of the several states—*but* there was *no light of freedom* in the hovel of the mountaineer, or in the dark, drab cottage of the poor white farmer and *no glimmer of light* in all the quarters of the slaves.

The *Radiance* faded throughout the land of Patrick Henry's dreaming."

Gem IV. But the *torch is renewed and enlarged.* The Civil War had come. The South lost heavily—economically, socially and politically. A haughty people had been defeated. Where now, is the voice of the orator? Where his theme? Listen and you will hear the chanting—the chant in idealization of their heroes and the foremost hero of them all, Robert E. Lee. Listen again: it is the voice of the Mississippian, Lucius Quintus Cincinnatus Lamar, though a radical Southerner and champion of secession and loyal in service to the fighting South, and you will hear his vision of enforced banishment or the participation in a world he understood"—influenced by Robert E. Lee who had quietly accepted defeat and was now uniting in honest effort to obliterate the effects of war and rstore the blessings of peace—Lee said prosperity for the South will rise or fall with the welfare of the country. Lamar took orders from his chief and *took up the torch.*

Charles Sumner passed and Lamar had his opportunity to lift the torch high. No man in the audience heard that speech and remained unmoved. Of his speech the New York Advertiser said, "Yesterday the full glory of a generous manhood shown forth upon Congress and upon the Nation". Harry Pratt Judson, (later President of the University of Chicago) wrote: "Lamar is the type of Southern men in public and in private station, who have shown the most exalted patriotism—This nation *is a nation again*, because of him and because of them."

But the *custodian* of the *renewed torch* of *nation-wide freedom* was a young Georgian, Henry W. Grady. He, more than any other man, in a brief period of time (he died at thirty-eight years of age) quickened the slumbering affections between the once divided family. As the century turned, Grady's *"New South"* had displaced Patrick Henry's *"Give Me Liberty or Give Me Death"* as the favorite vehicle of *Oratory* for the Boys of Dixie.

Many names must be omitted but the name of Woodrow Wilson will go down in history phrasing with beauty and with power the deepest convictions of his people. With his golden passion for freedom the torch was held high,—and enlarged.

Only by using the language of Dr. Gaines himself, generously, throughout this review could I in any way give you a little glimpse into this exquisite recital of Southern Oratory.

The biographical notes at the end are valuable for all who wish to go further into this study.

SPEAKING IN PUBLIC

By WAYLAND MAXFIELD PARRISH

Associate Professor of Speech, University of Illinois

CHARLES SCRIBNER'S SONS

From Charles Scribner's Sons a new book has come to our desk. It is about the best work we have seen to enable anyone to improve his public speaking habits.

From Scribner's Sons own review I quote the following:

"Here are the main points:

1. A straightforward presentation—careful and sound —utilizing scientific findings but avoiding technical vocabularies.

2. Organized for *immediate speaking.*

3. Emphasizes *content* in speech-making.

4. Geared for the beginning student—his comprehension and his interests.

5. Combines the classical with the modern in the text and in the illustrative speeches.

6. Offers an adequate summary on Parliamentary Law, Conference and Forum in Appendix I.

Chapter I—In this introductory chapter one is taken into a typical small university community to observe the speakers and the speeches in that one section on any one day. From the president of the university and the local professors on down through the list of available speakers—the ministers, school superintendent, service club presidents, woman's club officials and visiting speakers from out of town, business men's representatives and so on, we find speaking being done in public. Almost every hour in the day and evening you can find a speech to listen to. What are the occasions and the themes? Everything, from the Founders' Day Banquet, on through the lecture on psychiatry before doctors, the Chief of States Natural History Survey, talking before the Wild Life Club and the address on dairy husbandry before milk-plant operators, How to Advertise before business men and the use of the X-ray over in the hospital clinic and the need for purifying the city's water supply by the directors of public health. These are only a few of the talks. Read the chapter for yourself and see your own community. As you will have listened to many such speeches ask yourself these questions: Did you enjoy them? Did you get the information for which you went? Were you bored? Did the audience begin leaving the room before the speech was ended? Or sit through in polite acceptance of a trying situation, when it was listening to a speaker who did not know how to use his voice or to organize his material to the greatest advantage. The author's suggestion to learn from just such speakers as well as from the great speakers of the past is timely. He includes a reference guide to assist

one in selecting the best of speeches for study, and inserts an oration by a university senior on the subject of "The Meaning of Culture" to allow you to see what this girl did with a most difficult subject.

Chapter II, on Standards—deserves close attention and will lay the foundation for your own progress in speaking.

Chapter III, Occasions; chapter IV, Subjects; chapter V, Content; and chapter VI, Analysis, all move on in logical order for your training in this matter of speaking. You not only find out what to do but also are warned about the things *not to do.*

Chapter VII, Arrangement — here you have arrived at the definite plan for your speech and you find that you must be guided by that purpose to be accomplished (just as the architect is guided by the purpose for which the building is to be used, when he designs a church, a school or an office building. The artistic design for your speech must also be considered here (for some types of speeches especially.)

Chapter VIII, Delivery — The misunderstanding on the part of many speakers (as the student who defended his lifeless speaking with the answer that he had expressed his thought clearly and it was up to the audience to get what he said,) causes them to pay too little attention to this matter of delivery. See what the author says about naturalness, stage fright, conversational method and vitality. Then there are all the physical aspects of delivery.

Chapters IX, Voice; X, Pronunciation; XI, Elocution and XII, Interest give you an outline of the various subjects. Then follows the special subjects of Exposition in chapters XIII and Persuasion in Chapter XIV.

Chapter XV, Style, is outstanding. Style makes a difference. You may want to include this study of style earlier in your course and that may be well but even if you do, reconsider it at the last minute and keep on improving your style.

At the end of this valuable text you find the appendix referred to in the opening of this review, Appendix I, on Conference, Forum and Parliamentary procedure, also Appendix II with its up to the minute test charts for your speeches and Appendix III giving a schedule of daily assignments.

SPEECH FOR THE CLASSROOM TEACHER

By Dorothy I. Mulgrave

Associate Professor of Education, New York University

Illustrations by Irving Block

REVISED EDITION, New York

PRENTICE-HALL, INC., 1946

With the compliments of the publisher, Prentice-Hall, Inc., we have received a book which we gladly pass on to you in review. Speech for the Class Room Teacher comes out in revised form and is definitely a response to the insistent demand of teachers in the solution of difficult problems.

This book, in the words of the author, "sets forth the most pressing problems of the class room teacher with regard to speech; describes the mechanism of speech; stresses the problems of oral interpretation and dramatics which most frequently confront the teacher; describes newer methods of group discussion, such as the socialized recitation, the panel and the forum; discusses speech pathology, including functional, organic and emotional speech disorders, with suggestions for corrective procedures."

I, the opening chapter quite naturally considers the various elements of the Speech Teachers' problems—including a voice and speech check list, which will help the teacher focus on those qualities most important in listening and in aiding students to listen.

II, Speech Mechanism with its clear illustrations and summary is designed to familiarize the teacher and student with his natural equipment for speech and the need of voice training in order to get the maximum results from the human musical instrument.

The relation of general health and mental habits to voice production is noted and the importance of relaxation, posture and breathing, with groups of exercises for practice are more valuable.

Articulation, with its exercises for overcoming lazy speech habits is sane and most practical—in fact most helpful for all of us (who are not teachers).

Part III, the Scientific Study of Language, deals with the phonetic approach to the study of language, giving a complete phonetic alphabet, with analysis of English vowels, diphthongs and consonants. In this section the reader and pupil learn to read a new language—or rather the English language phonetically.—Analysis of English vowels, diphthongs and consonants with exercises for practice makes this section outstanding in value.—Not many speech texts give the practical details that are included here.

Part IV, Speech Pathology, deserves careful consideration, because a child's speech is his major tool of communication and as soon as he is aware that his speech is *different* or *defective,* he is most likely to develop personality problems and behavior patterns that are undesirable—hence the crying need for teachers to discover these defects in speech so that they may be arrested or cured.

The dangerous attitude of considering such children "mental defectives" and its serious consequences is brought into light and general suggestions for remedial measures are given the teacher, even though she is not a speech specialist. A distinction is made between functional and organic disorders, and emotional disorders, such as stammering, and corrective procedures are included which are most practical and helpful.

Part V, Speech Arts includes all forms of speech but omits debate for which in real training for the would be speaker there is no substitute. Dramatics, group discussion, public speaking and radio are treated rather in detail with much valuable help for the teacher and stu-

CURRIER GYMNASIUM
UNIVERSITY OF REDLANDS

How Would You Like to Spend Your College Days

amid snow-capped peaks and orange groves of California? You can. Why not write the Secretary of Admissions for full information. Redlands is fully accredited and has an outstanding record in forensics and other student activities. It is known as the College with the "Hello" spirit.

ADDRESS
SECRETARY OF ADMISSIONS
UNIVERSITY OF REDLANDS, CALIFORNIA

dent. Under radio there is given its educational objectives, even high school courses, equipment and problems of voice and speech. The last part of this section considers the preparation of material for radio speaking, pointing out to the student the difference between the preparation for the radio speech and the speech before a visible audience.

The bibliographies at the end of each section are a valuable addition to this unusual text.

JIMMIE CLIPSHEARS—HIS CORNER

There is no right way to do a wrong thing—Seneca.

God grants liberty only to those who love it, and are ready to guard and defend it.—Daniel Webster.

There is no more miserable human being than one in whom nothing is habitual but indecision. — William James.

Fame is what you have taken, character is what you give.—Bayard Taylor..

Do you know that your debate partner isn't necessarily stubborn because he doesn't always take your advice.—Adapted.

The only black spot in our sunshine is the shadow of ourselves.—Rays of Sunshine.

Evolution of war: First you lick 'em; next you feed 'em; and then you finance 'em.

STANLEY B. HOUCK

A noted figure in college foresnics, Stanley B. Houck, who for 21 years, rendered continuous service to Delta Sigma Rho as its National Secretary. National Treasurer, Editor of the Gavel, or as National President, died at his home in Minneapolis, Minn., on October 19, 1946.

The Gavel of March 1947 gives a page of tribute to Stanley Houck for his faithful service and leadership.

Within the range of Pi Kappa Deltas many DSR members, there are also grateful memories to Stanley Houck, for it was he who made joint membership in DSR and PKD possible.

The Editor of this Magazine will not forget the day when he, with Dr. John R. Macarthur and Charles A. Marsh, met Stanley Houck in Kansas City and negotiated the agreement which has made Pi Kappa Delta and Delta Sigma Rho firm friends in the honorary forensic field for over 25 years—a quarter of a century of good-will. It was an amicable division of territory and colleges upon a basis of size, and a provision for mutual memberships that were the main features of the agreement—the good-will was a natural result.

Stanley Houck was an energetic leader, a frank critic in the forensic world, who held out for progress and betterment all his days. He was generous minded cooperative, and a wise leader. Those who knew him and worked with him cannot speak too highly in his praise.